

The increased demand for **BETTER TEACHERS** is giving the agencies more to do; see the advertisements in the **SCHOOL JOURNAL**.

To know who manufactures or sells **MATERIALS FOR SCHOOL USE** you have only to look in the **SCHOOL JOURNAL**.

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIX-XL.—NO. 20.
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

MAY 17, 1890.

\$2.50 A YEAR; 6 CENTS A COPY.
Western Office, 125 Wabash Avenue, Chicago, Ill.

THE LEADING TEXT-BOOKS.

Cutter's Physiological Series.

BEGINNERS' ANATOMY, PHYSIOLOGY AND HYGIENE.
By JOHN C. CUTTER, B.Sc., M.D. 12mo, 140 pp., 47 illustrations, 30 cents.

INTERMEDIATE ANATOMY, PHYSIOLOGY, AND HYGIENE. By CALVIN CUTTER, A.M., M.D. A Revision of the First Book. 12mo, 200 pp., 70 illustrations, 50 cents.

COMPREHENSIVE ANATOMY, PHYSIOLOGY AND HYGIENE. JOHN C. CUTTER, B.Sc., M.D. 140 illustrations, 12mo, Cloth, \$1.00.

First Steps in Scientific Knowledge.

By PAUL BERT. Adapted and arranged for American Schools by W. H. GREENE, M.D. With 570 illustrations. **BOOK ONE—Animals, Plants, Stones, and Soils**, 30 cents. **BOOK TWO—Physics, Chemistry, Animal Physiology, and Vegetable Physiology**, 36 cents. Complete in one 16mo volume, 375 pp., 60 cents.

Primer of Scientific Knowledge.

Man.—Animals.—Plants.—Stones.—The Three States of Bodies.—Reading Lessons.—Summaries.—Questions.—Subjects for Composition. By PAUL BERT, author of "Bert's First Steps in Scientific Knowledge." Translated and Adapted for American Schools, Illustrated. 12mo, Cloth, 36 cents.

Specimen Copies Sent Postpaid on Receipt of Price.

J. B. LIPPINCOTT COMPANY, Publishers,

715 and 717 MARKET ST.,

PHILADELPHIA.

NOW READY.

Full Descriptive Circular of the Grand New York Teachers' Excursion to St. Paul, Minn., via Niagara Falls, to attend the National Educational Convention; also, Supplementary Excursion through the World-Famed Scenic Region of Colorado, via Omaha, Denver, Manitou, etc., together with cost and other particulars.

DAILY ITINERARY.

SATURDAY, JULY 6th, 1890.—Leave New York in the morning by special train composed of magnificent, vestibuled Palace Parlor and Sleeping Cars for Chicago. Members of the party will check their baggage direct to St. Paul, every assistance being rendered to the passengers by our staff.

SUNDAY, JULY 6th.—Due at Chicago, (Grand Pacific Hotel.)

MONDAY, JULY 7th.—Carriages will be provided for a drive around the City, visiting the principal places of interest. Leave by Special Palace Car train for St. Paul. (Hotels Ryan, Merchant, and Windsor.)

TUESDAY JULY 8th, TO (In St. Paul. The members of the party during the stay in St. Paul will be left to employ the time to suit their independent taste, visiting the N. E. A., and taking such of the local excursions as they may prefer. Every assistance and information will be offered to the members of the Party by our Conductors. Leave St. Paul by Special Palace Car train Friday evening, direct for Niagara Falls via Chicago. Baggage will be checked direct to New York.

SATURDAY, JULY 12th.—Due at Niagara Falls. (Cataract House and International Hotel.)

SUNDAY, JULY 13th.—At Niagara Falls.

MONDAY, JULY 14th.—Leave in the morning in special palace cars to New York, due the same evening.

TEN DAYS' SPLENDID TRIP, ONLY \$78.00.

The above fare includes first-class railway tickets for the entire trip. Sleeping cars by night and drawing room cars by day. Hotel accommodation at Chicago, St. Paul and Niagara Falls as specified in the Itinerary. Meals at Station Restaurants en route, or in dining cars; one carriage drive in Chicago; transfer of baggage between Hotels and Railroad Stations; free transportation of 150 pounds of baggage and the services of a Competent Conductor.

Also Grand Supplementary Excursion from St. Paul, Minn., to Colorado, visiting Omaha, Denver, Manitou, The Garden of the Gods, Toltec Gorge, Ouray, The Royal Gorge, etc., etc.

Circular giving all particulars will be sent free on request. A handsome illustrated guide and information book, describing this and other tours, with hints on "How to Travel," &c., will be forwarded on receipt of 3 two-cent stamps. Address

H. D. NEWSON & CO., Directors of Pleasure, 31 University Place, New York.
Excursions for Teachers, Cor. 9th Street.

CAPABLE TEACHERS ALWAYS WANTED.

A Normal School Principal writes: "I want a capable Teacher of English." Another writes: "Send me your two best Teachers of Methods." Another says in person: "I take the trouble to tell you our needs, fully. You have the kind of Teachers we need." School Boards apply to the **NEW YORK EDUCATIONAL BUREAU**, because this Bureau can supply every want with little annoyance and delay. More College Men and Women wanted in all parts of the Country. Good positions are steadily coming in, and Good Teachers must secure the places. Special Teachers are wanted in Every Department of School Work. Send stamp for Application Form at once to

H. S. KELLOGG, Manager, 25 Clinton Place, New York.

Beautiful Songs

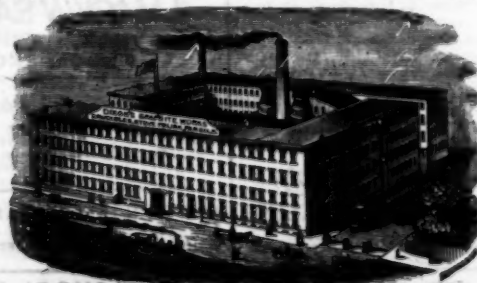
For Children's Voices, especially suited to the Kindergarten and Primary School. "Child Life in Song," by JOHN W. TUFTS, with accompaniments for the piano forte. A wealth of beautiful Children's Songs not equaled by any other single volume. A single copy will be sent postpaid to any teacher on receipt of 60 cents.

SILVER, BURDETT & CO., Publishers,

6 Hancock Avenue, Boston

DIXON'S AMERICAN GRAPHITE PENCILS

Have tougher, smoother leads that break less and mark easier than any other Pencils made.



HOUSE
ESTABLISHED 1827.

84
HIGHEST PRIZES.

AN AMERICAN INDUSTRY.

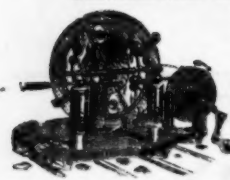
American Materials, American Capital, American Brains, American Labor, American Machinery.

FULLY THE EQUAL IF NOT SUPERIOR TO THE FOREIGN.

If your stationer does not keep them mention SCHOOL JOURNAL, and send 16 cents in stamps for samples worth double the money.

QUEEN & CO., PHILADELPHIA.

Philosophical, Electrical
AND Chemical Apparatus,
FOR SCHOOLS
AND
COLLEGES.



Send for List
of Catalogues.

ANDREWS M'F'G CO.,
Manufacturers of the only
DOVETAILED SCHOOL FURNITURE
IN THE WORLD.



ANDREWS'
Globes, Tellu-
riums, Maps,
Charts, of all
kinds, Black-
boards, Dust-
ers Erasers
and Crayons.

Just Published. Goff's Historical Map of U. S.
Plain, incisive and complete. Send for circular

Andrews M'f'g Company,
76 FIFTH AVE., Near 14th Street, N. Y.
A. H. Andrews & Co., 105 Wabash Ave., Chicago,
and Post and Stockton Sts., San Francisco.

CALIGRAPH

GREATEST SPEED ON RECORD!!

T. W. Osborne wrote 179 words in one
single minute on the CALIGRAPH, the
Champion Machine of the World.

100,000
Daily
Users.



G. A. McBride wrote 139 words in a single
minute, blindfolded, thus in each case
proving the falsity of many of the state-
ments of our competitors.

For full and correct account of above test, address

THE AMERICAN WRITING MACHINE CO.,
HARTFORD, CONN.

BRANCH OFFICES:—237 Broadway, N. Y.;
14 W. 4th Street, Cincinnati, O.; 1003 Arch
Street, Philadelphia

SPYGLASSES & ASTRONOMICAL TELESCOPES

ACHROMATIC OBJECTIVES EQUATORIAL STANDS,
TRANSITS, CLOCKS,
EYEPIECES & LENSES; CHRONOGRAPHS, &c.

SEND FOR CATALOGUE. **QUEEN & CO.**
PHILA. PA.

Magnificent Hotel Broadway, Na-
tatorium and Aquatic Theatre at
Helena (Montana), Hot Springs. Lar-
gest plunge bath in the world, 300x
100 feet, covered with 20,000 feet of
colored glass. Reached direct by
GREAT NORTHERN RAILWAY.
For books write to F. I. WHITNEY,
G. P. & T. A., G. N. Ry., St. Paul,
Minn.

Helena,
Hot
Springs.

JOSEPH GILLOTT'S STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1889.
THE MOST PERFECT OF PENS.



E. R. STOCKWELL,
19 JOHN STREET, NEW YORK.
MANUFACTURES FOR PUPILS
CLASS PINS AND RINGS,
PINS FOR SOCIETIES AND FRATERNITIES
IN SCHOOLS AND COLLEGES:
FOR TEACHERS,
MEDALS AND BADGES
AS AWARDS FOR EXCELLENCE,
OR FOR GRADUATES.

"E. R. Stockwell, 19 John Street, New York, is
the most satisfactory manufacturer of medals with whom I have
ever dealt."—R. BINGHAM, Supt. Bingham School, N. C.



THE EDISON

Remington



Standard Typewriter

HAS BEEN FOR

FIFTEEN YEARS
THE STANDARD,
AND

Embraces the Latest and Highest Achieve-
ments of Inventive Skill.

WYCKOFF, SEAMANS & BENEDICT,
327 Broadway, N. Y.

NEW ENGLAND CONSERVATORY.

Thorough instruction under ablest Masters in
MUSIC, FINE ARTS, ELOCUTION LIT-
ERATURE, LANGUAGES, PHYSICAL
CULTURE, AND TUNING. Tuition \$5 to
\$25 per term. Board and room including Steam
Heat and Electric Light, \$5 to \$7.50 per week.
For Illustrated Calendar giving full information,
address

E. TOURJEE, Director, Franklin Sq., BOSTON.

Better than Tea and Coffee for the Nerves.

VAN HOUTEN'S COCOA

"Largest Sale in the World"

Ask your Grocer for it, take no other.

Places For summer schools, camps and out-
ings. Write F. I. Whitney, G. P. &
T. A. G. N. Ry. St. Paul, Minn.



BUCKEYE BELL FOUNDRY.
Bells of Pure Copper and Tin for Churches,
Schools, Fire Alarms, Farms, etc. FULLY
WARRANTED. Catalogue sent Free.
VANDUZEN & TIFF, Cincinnati, O.



McSHANE BELL FOUNDRY.
BALTIMORE, MD.
Best quality Copper & Tin
For Churches, Schools, &c.
ALSO CHIMES & PEALS.
Price & terms free. Name this paper.

MIMEOGRAPH

Patented by THOS. A. EDISON.

Makes 3,000 copies of one original writing. Draw-
ing, Music, etc. 1,500 copies of one original
Typewriter Letter. Recommended by over 40,000
users. Send for circular and sample of work.

A. B. DICK COMPANY,
152-154 Lake Street, CHICAGO. 32 Liberty Street, NEW YORK.

Red,
Mouse,
Milk.

Three Rich River Valleys in North
Dakota and Montana, reached by the
GREAT NORTHERN RY. LINE.
Free Homesteads, Low Fares, Free
Sleepers. Write to F. I. WHITNEY,
G. P. & T. A., St. Paul, Minn., for
Maps and Books.

"MILLER BROS." STEEL PENS

Are AMERICAN, and the BEST.

LEADING BUSINESS PENS.

No. 87
Falcon



AND NOS. 75, 117, 1, ACME.

LEADING STUB PENS.

No. 4
Carbon Stub



AND NOS. 119, 102, GRANT PEN.

LEADING LEDGER PENS.

No. 99
Markham



AND NOS. 101, 505, 030.

LEADING SCHOOL PENS.

No. 28
University



AND NOS. 333, 444, 16.

The Miller Bros. Cutlery Co., Meriden, Conn.
MANUFACTURERS OF
Steel Pens, Ink Erasers and Pocket Cutlery.

ESTABLISHED HALF A CENTURY.

MARVIN'S FIRE & BURGLAR SAFES

HAVE MANY PATENTED IMPROVEMENTS
NOT FOUND IN OTHER MAKES

THAT WILL WELL REPAY AN
INVESTIGATION

BY THOSE WHO DESIRE TO SECURE
THE BEST SAFE

MARVIN SAFE CO.
NEW YORK, PHILADELPHIA
LONDON, ENGLAND.



MENEELY & COMPANY,
WEST TROY, N. Y., BELLS,
For Churches, Schools, etc., also Chimes
and Peals. For more than half a century
noted for superiority over all others.

READERS will confer a favor by mention-
ing the SCHOOL JOURNAL when
communicating with advertisers.

EIMER & AMEND, 205-211 Third Avenue, New York.

Importers and Manufacturers of
Chemical and
Physical Apparatus,
Chemicals, Minerals, etc.



SPECIALTIES:—Acids, Ger-
man and Bohemian Glassware, Balances,
Weights, Burners, Collections of Minerals,
Crystals, Metals, etc.

Tired Brain

Horsford's Acid Phosphate,

A brain food. It increases the
capacity for mental labor, and
acts as a general tonic. It rests
the tired brain and imparts
thereto new life and energy.

Dr. F. W. LYTLE, Lebanon, Ill., says:
"I have personally used it with marked
advantage when overworked, and the ner-
vous system much depressed."

Dr. O. C. STOUT, Syracuse, N. Y., says:
"I gave it to one patient who was unable
to transact the most ordinary business, be-
cause his brain was 'tired and confused,
upon the least mental exertion. Immediate
relief and ultimate recovery followed."

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R. I.

Beware of Substitutes and Imitations.

CAUTION:—Be sure the word
"Horsford's" is printed on the label.
All others are spurious. Never sold
in bulk.

NATHANIEL JOHNSON,
Manufacturer of
CHURCH AND SCHOOL FURNITURE,
Reversible Seetees for Sunday-Schools,
Pews for Churches, Pulpits, etc.,
127 CLINTON PLACE,
W. 8th St., near 5th Ave., NEW YORK.

Packer's Tar Soap

Is Remarkably Pure:

Cleanses quickly and gratefully; adapted
to preserving the tender and velvet-like
skin of infants; counteracts the irritating
effects and odors from perspiration or im-
pure secretions; keeps the pores healthy
and

The Complexion

clear and blooming. Young People
afflicted with acne and a succession of
pimples on the face, find that a daily ap-
plication of Packer's Tar Soap will do
much to rid them of this disagreeable
affection.

25 Cents. All Druggists.

For sample, mention THE SCHOOL
JOURNAL and send 4 stamps to

THE PACKER MFG. CO., 100 Fulton St., N. Y.

ESTERBROOK'S PENS

LEADING SCHOOL NUMBERS
128-333-444.
FOR SALE BY ALL STATIONERS.
THE ESTERBROOK STEEL PEN CO.,
26 John Street, New York.

The School Journal.

THE CLEAREST POSSIBLE STATEMENT OF TRUTH IN THE LIGHT OF TO-DAY. THE MOST SUCCESSFUL IDEAS PERTAINING TO EDUCATION. THE MOST PHILOSOPHICAL METHODS OF TEACHING.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly) \$2.50 a year.
The Teachers' Institute and Practical Teacher. (Monthly) \$1.25 a year.
Treasure-Trove. (Monthly) Illustrated. \$1.00 a year.
The Teachers' Profession. (Monthly) 30 Cts. a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure-Trove, \$3.
The Teachers' Institute and Treasure-Trove, \$1.80.
The School Journal and Teachers' Profession, 2.75

E. L. KELLOGG & CO., 25 Clinton Place, (8th St.) N. Y.

WESTERN OFFICE. E. L. KELLOGG & CO., 185 Wabash Ave., Chicago, Ill.
GEN. EASTERN AGENTS, J. RANSOM BRIDGE & CO., 110 Tremont Street, Boston.
J. I. CHARLOUIS, Manager Advertising Department.

New York, May 17, 1890.

CONTENTS.

EDITORIAL.

The Public School System will Live—The Bible in School
—The Summer's Opportunities—A Young Emperor's Work 311
The Child—To-day 312
What Will They Do With It? 312
A Case of Stealing 313
Herr Otto Salomon and his Work 313
The Pupil's Future 313

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

Educate in Doing. By L. R. Braidstreet 313
Manual Training Instruction Wanted 313
The Ministry of Play in Education 314
Common Sense in Education. By Prof. John F. Woodhull 314

THE SCHOOL-ROOM.

Physical Culture. By Will K. Townsend, Albany, N. Y. 314
Nicknames of Noted Americans 315
Spring Flowers 315
Dialogue for Two Little Girls 315
The Cobbler. By May Floyd 316
A Quarrel—How the Sheep Found Bo-Peep—Not So Easy—The New Doll 316

OUR TIMES.

316

CORRESPONDENCE.

317

EDUCATIONAL NOTES.

Pennsylvania's County Superintendents 318

New York City 319

BOOK DEPARTMENT.

New Books 320

Magazines 320

Announcements 320

COPYRIGHT, 1890, BY E. L. KELLOGG & CO.

WE all know one thing, just as certainly as we know anything, and that is that the public school system isn't going to be destroyed. It will be modified, but it will not be destroyed. During the past month there has been a meeting of English, Scotch, Welsh, and Canadian societies in Chicago, in which discussions concerning the public school question were very animated. The result of all is a determination to support the free school system of the United States. In doing this they propose to vote for no one inimical to the system existing. They realize that in union there is strength. They propose to work on strictly American lines, and support no one who is not a dyed-in-the-wool American for office, and since they control a vote of 23,000 in Cook county, it is easy to see that they form a force of considerable power.

We have often said that our American customs must be preserved. We have been, and are now, somewhat in danger of ingrafting foreign customs on American stock. Right or wrong, we have grown to be what we are, and if we are to change, we must grow to be different. We cannot be manufactured into a difference without danger. Our present school system will change into some system far better than the one we now have, but it must be grown. The educational danger we are in, is in either stopping growth, or misdirecting it. Stoppage is death, misdirection is retardation. The only safe course is to be right before we do any-

thing. All right work in advancing civilization depends upon first knowing what the vital forces under all progress are; and then knowing how to turn these forces to the best account.

THE recent decision of the supreme court of Wisconsin has been taken to mean that the Bible is entirely to be banished from the common schools of that state, but a recent remark from Judge Lyon set the subject at rest. He declares that the law does not banish the Bible from the district school, nor take away any quotations found upon its pages. The law is aimed at sectarian instruction in state schools. It certainly would be a very foolish thing to banish any book containing any excellent sentiment from the public schools, and we are glad that Wisconsin has not put itself in the position in which it was at first feared she had. The spirit of the decision is that the conscience of the tax-payer is to be regarded sacred in the administration of the common schools, and that any introduction of dogmatic religion into them, which would violate scruples of conscience, is to be prohibited. This is carrying out the fundamental law upon which state government is based, viz.,—that the state is to be separated from all possible connection or alliance with special religious worship or anything of a sectarian character in connection with religion.

We are coming more and more to see the ground upon which the public school system of instruction in our country is based, and as we see this more and more clearly, more and more do we realize the wisdom of those who founded the free school. The common religion of the world, which is really common Christianity, is the fundamental law of the land. Here all can unite, and here let us unite. We have great battles to fight against ignorance and crime, and in this contest the friends of the true and the good must be united. Sectarian differences should in no way interfere with the efficiency of work. Let the churches do their appropriate work, and let the schools do theirs. There is no conflict here, but there should be the closest sympathy, and the most thoroughly united action.

THE summer always presents opportunities to teachers. "What are they?" Some who read this will at once answer the question. They will be opportunities for work; it may be change of work, for what is rest, but a change of occupation? The teacher who expects to be idle during the summer months is preparing for disaster next year. Idleness is never good. The mind is eternally acting, and the body should be given constant exercise. Life is motion; motion is attached to all life, and it is only when all motion ceases that death is declared.

The book to be studied during the summer is one, only one; others may be skimmed over. Light stories can be read for relaxation, but this one book to which we refer, demands study. What is it? *The Book of Nature*, and it is the best book next to the one inspired book we have. But is not this inspired? Is it not instinct with the life of the Infinite? Look at the little fly through a microscope! How perfect! Is there not thought here? What thought! How deep! How entrancing! How beautiful! Then during the summer night, on some eminence overlooking an expanse of country, how does the thought of infinity, magnitude, come over us. The stars are all shining with a holy light, the whole air is filled with an Invisible presence!

"To him who in the love of Nature holds
Communion with her visible forms, she
Speaks a various language."

This is the best that Bryant ever wrote. Before twenty his spirit came into communion with Nature and although his heart was always keenly alive to the magnificence of the universe, yet he never expressed himself better than in his *Thanatopsis*.

So, during the summer, study nature. Study some part of nature as thoroughly as it is possible, for there is nothing absolutely thorough on earth. We have in our mind a teacher who knows more than any other man in this city concerning Lepidoptera. He is authority here, and whatever he says is received as final. What a satisfaction this man has taken during the many past years in studying these animals, and how carefully and affectionately he guards his beautiful collection. Some institution of learning will receive the product of his effort and consider that they have an endowment which money could never bring. Another friend of ours has studied a certain class of waterplants, and we happen to know that both Yale and Harvard have sent collections of this species of plants to him for identification and classification. Everywhere he goes during the summer, he is searching for new species of his favorite, and every summer brings to light some new development, and the result is, he is distinguished in his department. In fact, he knows more about it than any other man living, and is coming to be an authority in general botany, but is not distinguished especially in the other fields of scientific research, but here, in his specialty, he is king.

The book of Nature is given to us for study, and although in this school there is no graduation, degrees, or diplomas, yet there is infinite satisfaction that cannot be obtained anywhere else in this great world. The summer months can do much for teachers in giving them opportunity. What is better? Opportunity to think! Nothing can be better! Happy is the teacher who during the coming summer can take up some department of study and pursue it with earnestness.

THE young emperor of Germany has already done his people a great service, which must be acknowledged by all who love the race. It is this. In the German army there has been for some time an unwritten law which prevented a young man, who could not bring evidences of noble blood, private means, or an academical record, of securing advancement. But the emperor now declares that nobility will be disregarded, that a very moderate income will be considered sufficient for any candidate, and that officers must give to the world examples of self-sacrifice in the direction of living. He says, "Duty first, enjoyment afterward." This is excellent, and although it may lessen his popularity among the higher classes, it will strengthen his hold among the large class of the people accustomed to act for themselves.

It is very evident that the thought of the world is moving in the direction of democracy. We are coming more and more to value original talent, rather than original birth or original wealth. And more and more we value a man for what he is, even though his father did dig post-holes for a living, or his mother wash clothes to keep the wolf from the door. Some of our best families, if they could trace back their family tree a few generations, might find to their dismay some foul specimens of humanity among their ancestors, yet no doubt, with noble blood and having immense means.

Every American young man will hail with joy the republican spirit of the young emperor and wish him God-speed in his effort to elevate the youth of his realm.

THERE is a man in Philadelphia who says the world isn't a globe, and of course can't turn on an axis. He publishes a paper in which he advocates the ancient system of astronomy, and denounces the modern as a humbug. We commend him to the few benighted souls who will have it that there is nothing new in education; that what was, should be to time eternal.

THE CHILD—TO-DAY.

We are coming to realize that a child is to be valued and so educated as a child; that he may become a proper child, and not that he may become a man. *What the child needs to-day*, is what the child must have. If a child is right to-day, he will be very likely to be right to-morrow. What he is to be ten years hence is of no immediate interest to us; but the thing that interests us is what he is now. The difficulty with much of the old education was that boys were trained so as to be able to do something when they should come upon the stage of action. Girls were educated to fit into the society into which they were to enter after they left school. The end was not in each day's work but in future work. History was crammed into the memories, so that it might serve a good purpose in future time of need. All was in the future. "You must be fitted to enter life." "You must be prepared for the struggle for existence." Now this idea is changing. The things of to-day, the work of to-day, the life of to-day, this is what the best teachers are after. Arithmetic is applied now. Grammar and language find their use at once. Chemistry and physics are applied this week. It is right to be honest to-day, and it is wrong not to be honest to-day.

We are given but one portion of time, and that is now. What is in store for us, we know not. Let that alone. The things of to-day are the things that we must attend to. The true teacher works for his pupils as they are and makes them good as boys, and good as girls. Here is an important thought which we commend to the attention of our readers, especially those who are liable to worry about what is to come, here is the true philosophy of life, yes, the very essence and core of it.

In church matters our best ministers exhort their hearers to present salvation. "What are you now?" How are you living here? These questions we hear every week from eloquent lips. And they are good—good everywhere, in church and out of it, in the shop, on the farm, on the ocean, on the land, and especially in the school-room.

WHAT WILL THEY DO WITH IT?

If the laboring men get eight hours, what will they do with the rest of the day? On the supposition that ten hours are spent in sleep, and two in eating, then there is a remnant of four that can be put to good service somewhere. Where and how? This is the question. If in the grog shop, then better be at work. If in senseless reading or talking, again work would be better. Right here is a great opportunity for those who earn their bread by the work of their hands. Yes, a grand opportunity, for how much can be accomplished in four hours work each day. First, mental. Twenty-four solid hours of mental opportunity in six days! Twelve hundred in one year! Mental work includes reading, writing, and thinking. The consecutive reading of the best books on history, travel, science, literature, and art, will give one an education within a limited time. In addition there would be an excellent opportunity for special study. Mr. Burritt, the learned blacksmith, became an eminent linguist under far less favorable circumstances than the workingmen will enjoy, for he was obliged to work with his book open before him in his shop.

Hugh Miller became an acknowledged scientific geologist and writer while working at the stone-cutter's trade. For years he worked more than ten hours each day, yet from out of these depressing conditions, he made himself an eminent authority. Hundreds of instances could be named like these. Four hours of solid study in twenty-four is about all the average student can stand, so that the laboring man of the future, has the power of putting himself on an equality with the very best in the professions. We hail with joy the emancipation of the hand-workers, but we look with much apprehension upon the result of this movement from the fact that many working men are illiterate drinkers.

Even now in this city the saloons, out of work hours, are crowded with men. The air in these shops is thick with smoke, the fumes of whisky, and profanity. The average grog-shop is a school of hell. This is plain, but it is truth. Now if some of our workingmen spend two more hours in such school-rooms, what will our country come to? It is not difficult to say.

The need of our times is education. By this we mean more than school-room learning. We mean the power of thinking, feeling, and acting properly. A girl who can enjoy a sensational love story is not an educated girl, neither is a boy who is able to grasp the meaning of the average blood and thunder border life adventure. We need an education that will enable its possessor to enjoy good literature. When this is reached better books will be published, because better books will be demanded.

Now, what can the teachers do for working men and women. This: *Bring to them the opportunities of study.* This can be done by means of lectures, libraries, and evening classes. Why should not teachers become educational missionaries? We see no reason why not; on the other hand we see every reason why they should. A conversation lecture on an intellectual theme is a good exercise. A hundred social questions are waiting for answers. Let the teachers lead off in these discussions. The results will be good. They cannot be otherwise. When our teachers become social and public educational leaders, the profession of teaching will be more highly honored than it is.

MR. ANDREW CARNEGIE, of this city, in a recent communication to a city paper says that there is a total absence of the college graduate in every department of business affairs. He declares that he has inquired and searched everywhere in all quarters for him, but can find no trace of him. This he thinks is very surprising. Prize-takers have, he thinks, many years the start of the graduate. While the college student has been learning about the barbarous and petty squabbles of a far distant past, or trying to master languages which are dead, an inexperienced and uneducated boy has been working his way up from a menial position to one of commanding influence. He thinks that the colleges do not prepare for business, that the average college graduate is likely to live and die a poor man, unless he has been endowed with ample means, and even then he does not seem to have knowledge enough to keep his fortune uninjured for many years.

In a recent address in this city, Pres. Patton, of Princeton, referring to Mr. Carnegie's letter, said that the reason why the college graduate is not found in business circles is because he cannot afford to spend his time in money-making. There are not enough graduates "to go round." When law, medicine and theology have taken all they want, and when the colleges and advanced schools have culled what is left, the residuum is very little. So it is that the banking house, real estate business, and the dry goods trade do not get college graduates; they are found in other and higher departments of labor. But it is not true that the college graduate is not found in business. Some of our most successful business men are thorough scholars; and yet it is true that the majority of these who take the money prizes in the arena of business, are not very learned men. The other day we had occasion to converse with an eminent bank president, and discovered that he used very ungrammatical English and in many other ways was wanting in what the schools call "learning." He is a man of first-class business ability, thorough Christian character, a leader in philanthropic movements in this city, and in every way, excepting in the department of scholastic attainments, a first class man. Would a college education have made this man better than he is? Has not his early contact with men and things, prepared him eminently for the work in which he has been for many years engaged? We must prepare our young men and women for the world as it is, and not for the world as it is not, or as we might hope it to be.

THE fear is frequently expressed that the state is gradually assuming too great a control over private education. There is no ground for such an apprehension. But there is some ground for believing that the time is not distant when the state will demand a good quality of teaching in all primary and intermediate schools. In Massachusetts all children between the ages of eight and fourteen must receive instruction in reading, writing, arithmetic, English grammar, geography, United States history, drawing, physiology, and hygiene. But the place where the instruction is to be given is not specified—neither are the methods or details of study, and the penalty for a failure on the part of a parent or guardian to give instruction in these branches is a fine for the first offence. In case the child does not attend a public school, or a private school approved by the local school committee, the burden is on the parent or guardian to satisfy the court that the child was in fact receiving instruction in these branches.

During the past winter an attempt was made in the Massachusetts legislature to put all private education under the control of local school boards, but the measure met with signal failure, as it deserved. The whole work of general supervision should rest in the hands of the state. This is, in our opinion, where it belongs, and where it will finally rest. Yet all educational matters concerning the welfare of the general government is, by constitutional law, in the hands of Congress.

THE time will probably come when teachers and superintendents will be permitted to speak and act, both politically and religiously, as their consciences dictate, but it hasn't come yet. The last victim of combinations is Superintendent H. S. Jones, of Erie, Pennsylvania. The difficulty is not with Mr. Jones' head, body, or heart. These elements of his nature are as sound and efficient as ever. The trouble is with his character. He has been too pronounced—too much of a temperance man, too much of a religious man. He has political opinions, and dares to vote as he pleases, and not conceal his votes either. Taking Mr. Jones all in all, and carefully sizing him up, as we have been doing for many years, we can say that he is a man, every inch of him. No one, however good he may be, can fill his place. He knows everybody, works for everybody—all colors, races, and religions. The poor and the unfortunate that have no voice have been his care. Although his seventeen years have ceased, he is as able as ever to do efficient work. We have no sort of doubt that some fortunate place will secure him before many weeks go by. The city he goes to will indeed be fortunate.

WE think that the American Copyright League takes the defeat of the Copyright bill in Congress rather too seriously. They must show the people how it will benefit them before the league can expect their representatives to take much interest in the matter. There is plenty of cheap reading, and the public seem to be pretty well satisfied with things as they now are. Books are more abundant and papers almost without number come from our presses. Everybody, who is anybody, reads,—reads everywhere. The difficulty is not so much with the price and quantity as the quality. If the league would turn its attention in this direction, and become a reformatory association as well as an economic one, they would accomplish wonderful good. We commend this point to their serious attention.

To what extent we can digest the people who come to us from abroad, has not yet been decided, nor is it likely to be for some time to come. But we must look out for breakers ahead. The ship of state will founder, if it founders at all, on the rocks of ignorance. Our only safety is in education. Those who come to us to stay, we welcome, but those who come to gather all they can and send out of the country, and then themselves go away, we do not want. We can manage to educate those who cast in their lot with us permanently, but we cannot receive those who expect to make our country but a preparation for permanent living at home.

THE *Hairdresser's Journal* has been started. We give it a free advertisement in order to hit those teachers who do not have enough interest in their work to subscribe for an educational journal. There will be persons enough interested in the outside of their heads to keep this news journal alive, no doubt. Very likely some young woman who has yet to learn there were such men as Pestalozzi or Froebel will think it needful for her to read it. We shall not say her nay.

A CASE OF STEALING.

An instance of theft on the part of a boy twelve years old, and its treatment, came to our knowledge recently, which we think will interest the readers of THE JOURNAL.

The boy slyly took twenty-five cents in change, from his father's overcoat pocket, one morning as he was on his way to school through the main hall of the house. During the day the father missed the money, and owing to some circumstances, unnecessary to state, suspected the boy, although it was not known that he had ever been guilty of theft before.

On the father's return home in the evening he found occasion to meet his son in a room by himself. With no one suspecting that he was saying anything more than usual to him, he said to the boy, "Tell me all about it, and let me know what you did with it?" The boy looked a little uneasy at first, as though he was tempted to equivocate, but at once concluded that it would be best to acknowledge what he had done, and said, "Some of it I gave to the boys and the rest of it I spent at the toy store for candy." His father asked him, "Did I ever refuse to give you money when you needed it?" "No," said the boy, "never."

"Do you not know that it is wrong to take what does not belong to you?" "Yes, I do."

"Why did you do it then?"

"I do not know. I have felt very badly about it all day and wish I had not taken it; but it is all gone."

"Well," said the father, "I shall say nothing about it, I shall not punish you; you can do what you think is right," and so the son and father separated.

The boy loves money like all other boys, but he at once commenced saving in his bank, and after some time, in a very quiet way, put back in the pocket of his father the amount of money that he had taken from it. Nothing was said; his father gave him no lecture on the sin of stealing—had no conversation whatever with him on the subject, simply went his way, and the son went his, leaving silent influences to work out their own results. What these will be, of course, it is too soon to say, but it is not unlikely that the future will show that the father has acted wisely.

We are aware that many of our readers will think that this father was not severe enough; that he ought to have lectured the boy, perhaps chastised him. Let us see.

First, the son acknowledged the offense, fully, completely. This was a great gain, and gave at once a different aspect to the case than if he had added to the sin of stealing, that of equivocation or lying.

Second, the boy confessed that he had felt sorry; in fact, miserable.

Third, the father threw the boy at once upon his own sense of right, leading him to decide how to act, without any undue influence from without. In this way he encouraged the growth of the self-developing power of the will, and by his actions in saving his money, and returning the amount to his father intensified conviction by actually doing that which his conscience told him he ought to do.

Fourth, fear did not enter into the case. Punishment of the body was not even hinted at or thought of for the sin of the soul. It is a great question how far the punishment of the body affects a sensitive nature—the character of the intellect, sensibilities, and will. This has not been determined and probably will not be for some years to come. The old code of school ethics demanded severe punishment for even trivial offenses, and in this respect the schools imitated the state, for until recently the laws of England punished offences by death that now only receive imprisonment for a limited time. With advancing light we are growing less and less to rely upon corporal punishment, and more and more upon the self-determining power of the will and the forces of conscience.

The maxim in school government has been, "For great offenses, great punishment; for trivial offenses, severe punishment; for minute offenses, decided punishment." It was punishment, punishment, punishment; this the beginning, and this the end. We are learning wisdom with advancing years, and it is to be hoped that we may continue to learn wisdom as the years go by.

It is uncertain how long these cases may continue in THE JOURNAL, but we shall be glad to hear from our readers of similar "Cases" with treatment, and, as far as possible, results. We are learning as teachers to imitate the doctors, and report cases in education very much as they do in treating diseases.

"To prepare us for complete living is the function which education has to discharge."

HERR OTTO SALOMON AND HIS WORK.

One of the most widely known names in the educational world is that of Herr Otto Salomon, of Naas, Sweden. Almost every educational body in Europe has had papers read at its meetings describing the system of manual training of which he is the founder. The movement was purely utilitarian at first, beginning in 1872 at Naas with a school for the children of the laborers on the estate of his uncle, Herr Abrahamson. The course included smith's work, turnery, straw plaiting, fret-work, and other branches.

Herr Salomon as director of these classes saw that unless the educational element was the only consideration the experiment would soon lose its value. He also found that it was necessary to educate the teachers for this work, and moreover that slojd could best be taught by those already teaching the ordinary subjects. A summer course for teachers was begun in 1884, which has now become a cosmopolitan one. English speaking students predominate. Herr Salomon believes that the great use of slojd will be in the elementary schools. He has lived long enough to see the principles he formulated, adopted as the basis of manual training in many countries. In England they have bridged the gulf in manual training between kindergarten work in the infant schools and wood slojd, which is only suitable for lads of eleven years and above. The system has spread to Switzerland, Germany, Norway, and even to Japan and Brazil. Seldom does a man see in his lifetime such general recognition of the value of his work.

THE PUPIL'S FUTURE.

The pupil has a future more assuredly than the teacher. The teacher is in his future now. The pupil in every breath, in every step, is preparing for his future. He is at the gateway of it, and ready to enter in it. No question is more important than this for the teacher to ask: "Is what I am doing for the pupil, or having him do for himself, the best thing?"

For example, in a certain village there was a boy that had interested several people. A lady of wealth said: "I will be at the expense of educating him." On the following Monday he was at the door of the academy. The teacher put him on a bench, and put a Latin grammar in his hands, and he began to learn to decline *musa*.

After three years of work he was ready for college. He was also competent to know, somewhat better, his own mind. He sought an institution to learn physical science and engineering; two years were required to prepare to enter that. He gave them, and then felt he was ready to employ his powers. He felt that he was in his element.

This was a fortunate case, fortunate because he felt that he knew what he should do. Thousands are not so fortunate, however. They learn Latin, get to college, get through, and then they are as unfitted as ever for life's duties. Latin is a good thing, but it is not good for everybody. It was once supposed that it was, but there has been a decided change in the views of educators regarding it.

The effort now is to so educate a boy that his native powers will always assert themselves. And he must not be so weighed down by acquirements that his abilities cannot act easily and readily. So the teacher should study to see the effect of his efforts in behalf of the child. The future of the child grows out of his present.

PRESIDENT DWIGHT, in a recent article, says "that the men of the past believed in men, not in mere workers in the great human workshop. They believed in individual men, full grown and matured in their whole manhood, and not in mere scholars or practitioners in some one section of life or knowledge, whose mental culture should be limited to that one section. Men are what we need in this country; not lawyers, or physicians, or ministers, but men—men who, whatever may be their profession, are more than their profession; men who, whatever may be the extent of their knowledge in their own peculiar science, know much that is beyond their science, and see the glory of all knowing and of all truth. Education, according to the true view of it, is like religion. It seeks the individual that it may bestow upon him, in himself, the fullness of its blessing. It strives to perfect the world in its own sphere by making perfect the individuals who form the world. It desires and tries, therefore (regarding this as its first and foremost work), to give completeness to each one whom it approaches."

EDUCATE IN DOING.

By L. R. BRAIDSTREET.

The teacher who has read what the papers have been saying, of late years must have come to the conclusion that a change in methods of teaching is impending. The study of the child has been begun, and it seems, as a foundation principle, that activity, a desire to do something, is the distinguishing mark of childhood. This effort to do something has been dealt with by repression on the supposition that it evinced an evil spirit. The active child has been transferred from the home to the school-room, and his first lesson has been in sitting still—sometimes with his arms folded!

Now we know better; we now see that this desire for activity is the gift of the Creator, and that if we maim or destroy it we have ruined the child. We are set over him to direct it, to encourage its development. We must direct it productively to attain physical, moral, and intellectual results.

1. We must let the child do with his body, his legs, his arms, his eyes, his ears, his taste, so as to cultivate them.

2. We must let him do with his power—gather, retain and connect, sense impressions.

3. We must let him do acts that will develop the moral side of his nature. The two former are very extensively discussed by teachers' papers; I wish to say something on this latter. The moral nature must be employed; the child must do with it—he must have: (1) Politeness. The teacher must train the pupil to enter the school-room and address her in an easy, agreeable, manner. The teacher must be polite herself and enjoy being polite and seeing others polite. (2) Assistance. The pupils must be instructed to do something for others each day. The question should be asked: "What have you done for another, to-day?"

I have tried this for many years and know the pleasure it yields. When a new pupil comes she is introduced to an old pupil, and is in her charge for a day or two for information, guidance, and protection. This office is eagerly sought for. A pupil comes to me to say, "Is there anything I can do for you?" She offers to bring me a glass of water, or to open the door. Without any training now, the pupils of the older class see that all the younger pupils are helped on with their garments at night; they take turns in bringing me my hat, coat, and gloves. If I have pupils remaining after school they ask me if they can hear the lessons. They arrange my desk, they put up the blackboard erasers, pointers, etc.

Further they go than this. If a pupil disturbs others, they attempt to teach him what is right. This subject, "The Aid to Management to be Obtained from Pupils," is one I could write an entire book about. Instances of the most affecting character have come under my observation. In one case a boy was determined to play "hooky," and I had become discouraged as to the results. One day he was brought by his father and left in the entry; instead of coming into school he waited for his father to get out of sight, and then he was seen to steal away. The boys of the older class asked permission to fetch him back. "Yes, but not by force I said." They brought him back and he came afterward without trouble. They found his weak spot; it was to go down to the woods and build a fire, and roast clams, etc.—"play Indian." They promised to go with him if he would come to school.

These hints will show the teacher that, to cultivate his pupils morally, they must be taught to do the right, the kind, the helpful thing.

MANUAL TRAINING INSTRUCTION WANTED.

The Primary Teachers' Association of New York City, M. A. Magovern, president, and Mrs. J. E. Archer, corresponding secretary, have sent a communication to the board of education, of which the following is a part:

"The new course of study which went into effect in February is substantially a 'manual training' course, involving many changes in the methods of the teacher in the presentation of old subjects, as well as new subjects, requiring careful study on the part of the teacher of both the detail of the subject itself, and of its correct presentation to children. We desire to do all that can be done by us, with suitable opportunity, to keep the schools of the city of New York in the van of progress; and we feel satisfied that any suggestions, coming from the teachers themselves, of what we deem necessary toward accomplishing this result, will be carefully and sympathetically considered by your board.

"The scope of the work laid down in the new course is very extended, when examined in its detail by the skilled teacher; and to meet its demands in the shortest possible time, we deem the establishment of a school

instruction for the class teachers the best solution of our present difficulties. We believe that in this direction will be found the truest economy in the interests of the children, no matter what may be the cost of the establishment of such a school. Within recent years many valuable developments in the science and art of teaching have taken place; and such a school as we advocate would place within the reach of every teacher the opportunity to study the latest and best methods, as well as their underlying principles.

"We therefore respectfully petition your board to consider the advisability of establishing a school of methods for teachers, the classes of which shall be so arranged as to meet on Saturdays, or on other days, as may be deemed most practicable, during appropriate hours not interfering with the present school-day. The plan of such a school should be so framed as to give a full corps of experts in each of the several departments of the curriculum, sufficient in number to handle classes of teachers of not more than fifty in number.

"We have already, at our own expense, made some effort, more or less successful, to partially accomplish what we now ask your board to place under satisfactory and adequate conditions of success. Under the direction of City Superintendent Jasper, the assistant superintendents have nobly aided every effort thus made by us; and we feel that it would be unworthy of us if we did not, in this petition, place upon record our fullest recognition of the disinterestedness and devotion of these overworked public servants, and our appreciation of the infinite value of the professional help given by each and all of them in their visits and lectures."

THE MINISTRY OF PLAY IN EDUCATION.

Here is a good question: Why can two boys, each with one roller-skate, have four times as much fun as one boy with two roller skates? An investigation of this question will open up the whole question of play, and its ministry in education. The ordinary teacher looks on the play spell as so much time lost; but play is not the foolishness it is supposed to be. A boy that will not or cannot play should be examined by a physician as much as one that will not or cannot eat.

Joseph Payne says that play means:

"(1) That there is an immense external development and expansion of energy of various kinds—physical, intellectual, and moral. Limbs, senses, lungs, tongues, minds, hearts, are all at work—all co-operating to produce the general effect.

"(2) That activity—doing—is the common characteristic of this development of force.

"(3) That spontaneity—absolute freedom from outward control—appears to be both impulse and law to the activity.

"(4) That the harmonious combination and interaction of spontaneity and activity constitute the happiness which is apparent. The will to do prompts the doing; the doing reacts on the will.

"(5) That the resulting happiness is independent of the absolute value of the exciting cause. A bit of stick, a stone, an apple, a marble, a hoop, a top, as soon as they become objects of interest, call out the activities of the whole being quite as effectually as if they were matters of the greatest intrinsic value. It is the action upon them—the doing something with them—that invests them with interest.

"(6) That this spontaneous activity generates happiness because the result is gained by the children's own efforts, without external interference. What they do themselves and for themselves, involving their own personal experience, and therefore exactly measured by their own capabilities, interests them. What another, of trained powers, standing on a different platform of advancement, does for them, is comparatively uninteresting. If such a person, from whatever motive, interferes with their spontaneous activity, he arrests the movement of their forces, quenches their interest, at least for the moment, and they resent the interference.

"Such, then, appear to be the manifold meanings of the boundless spontaneous activity that I witness. But what name, after all, must I give to the totality of the phenomena exhibited before me? I must call them Play. Play, then, is spontaneous activity ending in the satisfaction of the natural desire of the child for pleasure—for happiness. Play is the natural, the appropriate business and occupation of the child left to his own resources. The child that does not play, is not a perfect child. He wants something—sense-organ, limb, or generally what we imply by the term health—to make up our ideal of a child. The healthy child plays—plays continually—cannot but play.

"But has this instinct for play no deeper significance? Is it appointed by the Supreme Being merely to fill up time?—merely to form an occasion for fruitless exercise?—merely to end in itself? No! I see now that it is the constituted means for the unfolding of all the child's powers. It is through play that he learns the use of his limbs, of all his bodily organs, and with this use gains health and strength. Through play he comes to know the external world, the physical qualities of the objects which surround him, their motions, action, and reaction upon each other, and the relation of these phenomena to himself; a knowledge which forms the basis of that which will be his permanent stock for life. Through play, involving associativeness and combined action, he begins to recognize moral relations, to feel that he cannot live for himself alone, that he is a member of a community, whose rights he must acknowledge if his own are to be acknowledged. In and through play, moreover, he learns to contrive means for securing his ends;

to invent, construct, discover, investigate, to bring by imagination the remote near, and, further, to translate the language of facts into the language of words, to learn the conventionalities of his mother-tongue. Play, then, I see, is the means by which the entire being of the child develops and grows into power, and, therefore, does not end in itself.

"But an agency which effects results like these, is an education agency; and Play, therefore, resolves itself into education; education which is independent of the formal teacher, which the child virtually gains for and by himself. This, then, is the outcome of all that I have observed. The child, through the spontaneous activity of all his natural forces, is really developing and strengthening them for future use; he is working out his own education."

COMMON SENSE IN EDUCATION.

By PROFESSOR JOHN F. WOODHULL.

(From an address delivered before the Citizens' Improvement Association of Passaic, N. J.)

The manual training movement, or the "New Education," as it is sometimes called, is an attempt to enthroned common sense in the school. It may be carried on with or without shops.

The spirit of the movement is not altogether new, for there always have been some who have practiced common sense in school teaching; still the great mass of pedagogues have incurred the reputation of being deficient in this respect.

Teachers' conventions, where papers are read and discussions are engaged in, usually give a good exhibition of word-juggling, but little else. Only one in a hundred "strikes the nail upon the head." A convention of business men, or of lawyers, or of doctors, furnishes a striking contrast to a body of teachers in this respect.

The ultimate object of right education is to teach the mind to "think straight," to "organize common sense." The education which is under condemnation, and of which we have all had too much in the past, has been justly charged with spoiling boys for business, and for the ordinary duties of life. It consists in cramming the memory with words, words, words, rather than in leading the mind to think. A boy is not educated for business, or for a profession, until he can think with a clear head.

Now we are wont to hear frequently that "there is no royal road to learning." When that simply means that there is no way to get a mental grasp of things except by hard work, it is probably true, but when it means that there is no better way to obtain this than by the old scholastic method, I distinctly disagree. The new education is charged with attempting a royal road, and we reply, Yes! In contrast with this old way of beating around a bush, we propose to make straight the highway to learning. The study of law, of medicine, of theology, of natural science, of everything, has been surrounded with artificial barriers, as if to make it as difficult as possible for the student to get at the essential facts. Not to speak of the follies committed in other departments, I must say that the so-called apostle of science often takes the most roundabout method of teaching the simplest principles.

Every college instructor knows that candidates from the public schools frequently talk very learnedly upon subjects, but when cross-questioned they show that they have a mass of words with few ideas.

How much time we spend in patiently listening to some preacher, teacher, or lecturer, while he wears our ears with words, empty words! Meanwhile, perhaps, we are accusing ourselves of not being deep enough to follow the thought, when really there is no thought to follow.

Children in school under the old regime are taught what is called physiology. Under the plea of making them better citizens, a mass of petty details couched in the most incomprehensible words, is drubbed into the unhappy pupils merely for the sake of fulfilling the letter of the law which requires that physiology shall be taught in all schools supported by public money. Now the disciples of the new education propose to free the young people from this pedantry, and let them know that a study of the human body can be made as interesting as it is important. For this study the kitchen may be the laboratory, and the teacher may content herself with calling out such observations as the children may have had at home, and advising them of some things which they should try to find out in the kitchen as soon as they have an opportunity. Object lessons which present the essentials of human anatomy, physiology, and hygiene, can all be drawn from a chicken. If the teacher has a due amount of common sense, he or she will not despise the practical knowledge of the pro-

cesses of the kitchen, and will be able to throw out hints for cooking many dishes, which will be the best sort of hygiene for the average pupil. Surely to know something of the science of the kitchen is more valuable in every way than to know the length of rivers, the height of mountains, and the locations of many towns.

If we had as much common sense in education as we have in business, we would, long before this, have boiled down all the common school subjects to their essential, correlated them so as to make them explain one another, found out their application to every-day life, learned to think straight without burdening our memories with trash, and thus prepared ourselves better both for business and the professions. This is what the new education proposes to do.

THE SCHOOL ROOM.

May 17.—SELF AND PEOPLE.
May 24.—DOING AND ETHICS.
May 31.—MISCELLANEOUS.
June 7.—LANGUAGE AND THINGS.

PHYSICAL CULTURE.—IV.

By WILL K. TOWNSEND, Albany, N. Y.

No argument is required to convince us that pupils should be in better condition physically as well as mentally at their graduation than at their entrance into our schools. Do the facts sustain such reasoning? It is plain that something is lacking in a scheme of education that results otherwise. With all our improved methods, with all our much boasted advancement in the art of teaching, our system is defective in so far as it does not provide for the right training of the body. For the education of the physical nature should keep pace with that of the mental faculties; they should be directed simultaneously.

It is claimed that, as most children exercise enough, it is unnecessary to pay special attention to their corporeal development. Drop a seed into the ground. It will grow. But without cultivation, we do not expect it to produce the finest variety of fruit, neither do we hope for a straight, symmetrical tree. While we clearly apprehend the need of training the child's mind, we fail to see that the growth of the body requires as careful and judicious directing to secure the best results.

Whereas education should produce or increase health and vigor, the farther we advance in the schools, the more bent backs, stooping shoulders and contracted chests do we find. Such a criticism should not be possible. Robert is obliged to lose a year from his studies. He is "overworked" we are told. Jennie's nerves are "all unstrung." Jennie is exercising that part of her brain that controls the intellectual faculties, but the neighboring nerve cells that govern the muscular movements are neglected. The muscles themselves are growing weaker, and the lower part of her lungs is in danger of becoming atrophied through lack of use. Jennie will doubtless get ninety-nine per cent. on the examination, and probably something else she is not expecting, consumption. Says the author of "Dr. Jekyll and Mr. Hyde," "Most boys pay so dear for their medals that they never afterwards have a shot in their lockers, and begin the world bankrupt." So, many of our children find themselves bankrupt in vitality after having won their Regents' certificates.

The object of physical culture is to secure bodily health and strength; symmetry, elasticity, and flexibility; self-control, the exact balancing of the physical, and the other qualities, the co-operation of the nerves, organs, and muscles with the will. The time is near at hand when no scheme of education that ignores either the physical, moral, intellectual or esthetic nature, or that develops one at the expense of either of the others, will be accepted by intelligent persons. We train the mind, but not the eye nor hand. We stimulate the intellect, but not the vital organs. I would not favor any addition to the already burdensome work of the teacher; on the contrary, I believe it advisable to eliminate some of the studies that now appear in the prescribed course of study in many of our urban schools. But, in any event, it seems to me quite proper to substitute the essential and practical for the unimportant and abstract. Physiology and anatomy have lately been given considerable prominence in our schools. Certainly, if there is time to teach a child the technical names of the various parts of his body, there must be time to teach him how to keep that body in good condition. If he is taught the number of teeth he will have when adult, should he not also be

taught something about their preservation? When education is regarded not as the mere acquisition of facts, but as the development of the entire nature, then shall wisdom be preferred to knowledge, even in our schools.

"What is done in your department in the way of bodily training?" I asked a teacher. "O, it's only the young idea, not the body, we are expected to train how to shoot!" she replied.

"I believe something should be accomplished in this direction, but what can we do? As it is, we have not time enough to bring our classes up to the required standard before examination." To no one is the urgency of this subject more apparent than to the teacher. There is no unwillingness on his part. Lack of time is the invariable excuse. Evidently it lies with the commissioners or superintendents to take up this matter of physical culture, and see that it receives attention commensurate with its importance. The introduction of manual training in some of our schools is a step in the right direction. What we now want is right methods of physical training. For what is already done toward this end we are thankful. But there is no longer room on any school committee for either the conservative commissioner who refuses to believe in teaching anything that did not figure in the curriculum in his boyhood days, or the over-zealous man who recommends the introduction of every novel feature of which he has gained intelligence. The thinker, not the politician, should be invited to office.

Under present conditions, what can the teacher do? I admit that the red tape of our system is wound so closely around him as to greatly restrict his actions and correspondingly impair his efficiency. Yet the situation is not so hopeless as it appears. Each teacher can aim to correct at least one fault. The work begun in one grade can be continued in the next higher, and an attempt made there to redress another evil. I am convinced that a daily, spirited drill of ten minutes in the right kind of gymnastics would do much to straighten out and expand the forms, and improve the physique of the pupils, and my opinion does not lack confirmation where this plan has been tried. The exercises given in my previous papers have been carefully systematized. Even at the risk of incurring the charge of reiteration; I desire to impress it upon your minds that they are not to be conducted in a perfunctory manner. Children should anticipate each new movement by being made acquainted with the moral and intellectual truths that underlie it. The benefit to be derived is proportioned to the thought and energy put into the work. The action is reflex, and until a reciprocal relation between mind and body is established the exercises are deprived of much of their effectiveness. Remember that an understanding of the fundamental principles of this system of physical culture will help the child bring forward all that is best and noblest in his nature, and at the same time put him in possession of a moral force of no little value. I know of nothing that will sooner teach self-control, and quick obedience, and give firmness to the carriage than exercise No. 4, of paper No. II. Nos. 3 and 10 (same paper) cannot be too strongly recommended for enlarging the capacity of the lungs, quickening the circulation and increasing the animation. While it is impossible to give special attention to each individual case, some pupils should be encouraged to practice at home certain exercises that are adapted to their particular needs. They should take as much pride in the size and strength of their muscles as in their mental caliber. Encourage them to take occasional measurements of arms, throat and chest, after a few months practice, when the muscles have had time to harden and begin to increase in size. But all competitive trials of strength and skill ought to be rigorously prohibited. We do not want athletes, and a test that would be proper for one person might prove injurious to another. Arouse their enthusiasm. Make them want to be strong, and symmetrical, and graceful.

The tendency of action is to develop muscle; but in determining the benefit of any particular movement, muscular development is least of all to be considered. To realize the full value of anything we must look beyond what is readily apparent. The criterion of an exercise is its effect upon the whole material being. While the result of one exercise is seen in increased muscular tissue, another which we are perhaps inclined to reject, may have a far greater salutary influence upon the general health by assisting the circulation and stimulating the internal organs to activity. There is a fixed limit in size proper to each individual beyond which the muscles will not enlarge. Correct exercise will increase the flesh and remove superfluous fat; and it will also insure correct proportions if begun in time and faithfully persevered in.

Physical apathy is more to be combated than intellec-

tual indifference. The physical powers should not be allowed to deteriorate while the child is in school. It would be preferable to excuse him from study for a time than to allow him to acquire bad habits, or to overtax his strength.

NICKNAMES OF NOTED AMERICANS.

[Six or eight of these names, by which noted Americans were known, may be put on the blackboard at one time, and the pupils may be asked to find out why they were so called. After the pupils have reported, place some more on the board.]

Father of His Country. George Washington.
Sage of Monticello. Thomas Jefferson.
Old Hickory. Andrew Jackson.
Old Rough and Ready. Zachary Taylor.
Mad Anthony. Gen. Anthony Wayne.
Expounder of the Constitution. Daniel Webster.
Great Pacificator. Henry Clay.
Honest Abe. Abraham Lincoln.
Cincinnatus of the West. William Henry Harrison.
Great American Commoner. Thaddeus Stevens.
Unconditional Surrender Grant. Gen. U. S. Grant.
Little Mac. Gen. George B. McClellan.
Rock of Chickamauga. Gen. George H. Thomas.
Old Man Eloquent. John Quincy Adams.
Young Hickory. James K. Polk.
Political Meteor. John Randolph.
Stonewall Jackson. Gen. Thos. J. Jackson.
Poor Richard. Benj. Franklin.
Old Put. Gen. Israel Putnam.
Light Horse Harry. Henry Lee.
Old Tecumseh. Gen. W. T. Sherman.
Bayard of the South. Gen. Marion.
Fighting Joe. Gen. Joseph Hooker.
Uncle Robert. Gen. Robt. E. Lee.
Little Magician. Martin Van Buren.
The Superb. Gen. W. S. Hancock.
Father of the Constitution. James Madison.
Colossus of American Independence. John Adams.
Mill Boy of the Slashes. Henry Clay.
Pathfinder of the Rockies. John C. Fremont.
Prince of American Letters. Washington Irving.
Rail Splitter. Abraham Lincoln.
Sage of Chappaqua. Horace Greeley.
Little Giant. Stephen A. Douglas.
Father of Greenbacks. Salmon P. Chase.
Teacher President. James A. Garfield.
Old Ossawatimie. John Brown.
Martyr Presidents. Lincoln and Garfield.
Old Public Functionary. James Buchanan.
Black Eagle. Gen. John A. Logan.
Alexander the Coppersmith. Alex. Hamilton.
American Fabius. George Washington.
Big Knife. Gen. Andrew Jackson.
Sunset Cox. Samuel S. Cox.
Gentleman George. George H. Pendleton.
Magnetic Statesman. James G. Blaine.
Man of Destiny. Grover Cleveland.
Old Bullion. Thomas H. Benton.
Sage of Greystone. Samuel J. Tilden.

SPRING FLOWERS—VI.

The pupils will be sure to bring in the wood anemone—accent on the second syllable. Have the plant carefully taken up. Let each pupil have one, and fasten a



description to his specimen. The teacher takes one of these in his hand.

Is it an herb? Why?

Has it a tuber? What is a tuber?

Show me the tuber. Show me the fibers. Is it an annual? Why? One says "three lobed." What is that? etc.

I will cut through my flower and you may cut yours if you have a sharp knife. I will draw the form on the board. I will also give an analysis:

PARTS.	DESCRIPTION.
Plant.	An herb. 7 inches high.
Root.	With tubers and fibers.
Stem.	An annual.
Leaves.	Three-lobed; one is radical.
Sepals.	Five, white.
Petals.	Nine.
Stamens.	Many.
Pistils.	Many, no styles.

You see the stamens are under the pistil.

To-day I want to tell you something about the stamens and pistils. At the top of the stamen there is a little box, and in it there is pollen: this pollen is a fine dust. Now when the flower is fully developed, the box opens and the pollen falls out, or it is blown out by the wind, and it lights on the stigma—the top of the pistil; it sifts down into the ovary, and becomes a seed. This is the way the seeds of plants are formed. Every flower is planned so as to produce seed.

You have all seen the apple blossom. Well the pollen falls out of the anther into the stigma, and sifts down into the ovary; this swells up day by day, and finally in the fall it is an apple, and the seed is in it. So you see the apple flower does a great deal for mankind. The pollen that you do not notice causes all these changes. So it is with the pumpkin. In this case we eat the part of the ovary that swells up—we call it fruit. In the wheat and corn we eat the seeds themselves.

COMPARISON.

Let us compare this plant with the Hepatica and the Buttercup. Break open the stalk and look at the juice of each; botanists do this. You may taste it. You must not taste every plant; some are deadly poisons. Henry tell me what you find.

Henry.—There is no color and it tastes puckery.

Teacher.—Botanists say acid. Compare the leaves.

John.—They are net-veined.

I do not see that any one has noticed that the leaves form a whorl around the stalk—this is called an involucre. It is very pretty. This three-parted involucre has its parts each divided into three parts. You may draw and paint this flower.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

DIALOGUE.

FOR TWO LITTLE GIRLS.

1. Guess where I am going.
2. Tell me, won't you?
1. You'll keep it a secret?
2. Of course I will. I guess I can keep a secret.
1. Well, then I'll tell you. I'm going to a deception to-night at Lily Stewart's house.
2. What's that? I don't know.
1. Why, Jessie Bell! Don't you know what a deception is?
2. No, and I don't believe you do, either, Mary Brown.
1. I guess I know what I'm talking about.
2. I don't believe you do, and I don't believe there is any such thing as a deception.
1. You're jealous because you can't go. But I suppose you weren't invited.
2. No; I'm not jealous, Miss Mary Brown, if you please. I'm going to the World's Fair when it comes, and that's better than going to something that is never going to be at all.
1. My mother went to the Centennial at Philadelphia, and your mother didn't.
2. I don't care. My Uncle John is a senator, and your uncle isn't.
1. But I've got an uncle who keeps a candy store, and I'd rather have him than any uncle that ever lived. And my Aunt Emma has a new hat that came right straight from Paris, and my big sister says it's perfectly lovely.
2. I've got a new pearl ring that cost, oh! ever so much money.
1. Why don't you wear it if you've got it?

2. Maybe you think I haven't got it. But I have.
 1. I'm going to wear something perfectly splendid to the deception, and I know I'll look nice.
 2. I don't believe anybody will look at you.
 1. (*Crying*)—I know that lots of folks will. You ought to see my dress, but you're so hateful that I won't tell you about it.

2. (*Crying*)—I don't want to know. If you told me I'd put my fingers in my ears. Anyhow, I don't believe you are going anywhere.

1. There comes my brother Tom. I'll just ask him.

Together.—Tom!

Tom.—What is the matter? I declare, both crying, Been quarreling, eh?

1. Tom ain't I going to a deception to-night with mamma?

Tom.—What do you mean? I don't know what you are talking about.

1. (*Crying again*.) O dear! nobody understands me, and I think everybody is just hateful, so there! You are just trying to tease me, Tom Brown. You know I am going to Lily Stewart's house to-night.

Tom. (*Laughing*)—Bless the chicken she means reception! No wonder Mary didn't understand you. Just see what a fuss over a little matter! Here are two little girls ready to pull hair because they couldn't understand each other. Come, stop crying. Kiss and be friends again. (*They kiss and go out.*)

THE COBBLER.

By MAY FLOYD.

Characters: Cobbler, Little Girl, Poor Old Woman.

(Cobbler should have a leathern apron, a strap to hold shoe to his knee, and a hammer. His bench can be a cracker box covered with some dark cloth or two chairs, one lower than his seat. Cobbler should have a skull cap on back of his head, and a pile of shoes beside bench. Little girl should have on appropriate wraps. Poor old woman should have on an old dress and a shawl. Shawl to be thrown over her head.)

(Cobbler.—*Seated on his bench with a shoe strapped on his knee, and hammer in hand.*) Oh, the cobbler has the jolliest trade! He can pound all day, just hear him. Pounds.) And then he can sing as he pounds. It echoes all over the room, tum ti tum, tum ti tum. (*To some familiar tune. The school joins in softly, pounding gently on the desks with their fists. When tune is finished little girl skips in.*)

Little girl.—Please, Mr. Shoemaker, can you mend my shoe? My foot gets wet whenever I play out doors.

Shoemaker.—(*Examining shoe.*) Why, how did you tear it so badly?

Little girl.—Oh! I skated on the ice and a little stick tore it.

Shoemaker.—Well, leave it here and I will fix it by-and-by. (*Throws it with the shoes on floor.*)

Little girl.—(*Shaking forefinger at him.*) All right, Mr. Shoemaker, you mend it good and don't charge too much or my papa won't pay you. (*Skips out.*)

(Enter Poor Old Woman.)

Old Woman.—I am a poor woman. I have six children, and my husband is dead. My little boys have no shoes and the winter is so cold. I came to see whether you had any old shoes to spare for them.

Cobbler.—I do not know, I will see. (*Searches in the pile of shoes.*) Oh! yes, here are two shoes. They are not mates but they will keep one little boy's feet warm.

Old Woman.—Thank you! thank you! (*Exit.*)

Little girl.—(*Skipping in.*) Mr. Shoemaker have you my shoe done?

(Cobbler hunts, but fails to find it.)

Cobbler.—I cannot find it. I don't believe I mended it. Where was it torn?

Little girl.—Right here at my big toe.

Cobbler.—Oh! I remember what I did with it. An old lady came for shoes for her poor little boys, and I thought it was my little girl's shoe and gave it to her. I am very sorry, but it was hardly fit to mend.

Little girl.—I'm so glad. Now, I can wear my new shoes every day. (*Exit little girl.*)

A QUARREL.

There's a knowing little proverb,
 From the sunny land of Spain;
 But in Northland as in Southland
 Is its meaning clear and plain.
 Look it up within your heart;
 Neither lose nor lend it—
 Two it takes to make a quarrel;
 One can always end it.

Try it well in every way,
 Still you'll find it true
 In a fight without a foe
 Pray what could you do?
 If the wrath is yours alone,
 Soon will you expend it—
 Two it takes to make a quarrel;
 One can always end it.

Let's suppose that both are wroth.
 And the strife begun,
 If one voice shall cry for "Peace,"
 Soon it will be done.
 But if one shall span the breach,
 He will quickly mend it—
 Two it takes to make a quarrel;
 One can always end it.

—Selected.

HOW THE SHEEP FOUND BO-PEEP.

Little Bo-Peep awoke from her sleep;
 Her eyes opened wider and wider,
 For she found herself seated on the grass,
 With an old sheep standing beside her.
 "Little Bo-Peep," said the good old sheep,
 "How glad I am that we've found you!
 Here we are—rams and sheep and lambs—
 All flocking up around you."
 "You blessed sheep!" said little Bo-Peep,
 "I've been worried to death about you."
 "We've been searching for you, said the good old sheep;
 "We wouldn't go home without you."

—DORA BURNSIDE.

NOT SO EASY.

Now, you may think it very nice,
 And very easy, too,
 For a little boy to stand up here,
 With little else to do
 But make his bow, and say a piece;
 To speak up loud and plain,
 Then make another bow to close,
 And take his seat again.

But I can tell you, one and all,
 Whichever way you view it,
 To face this crowd of gentle-folks,
 It takes some pluck to do it.
 The saying is as true as old,
 "Who gets a name must buy it;"
 If you don't credit what I say,
 Just walk up here and try it.

—SELECTED.

THE NEW DOLL.

[To be spoken by a little girl with two dolls, a new one and an old one.]

You're a beautiful, beautiful dolly,
 And dressed like a sweet little queen;
 Not to care for you, dear, may seem folly,
 When I've but a rag doll so mean.
 I know that its arms are the queerest;
 Its head very funny and flat;
 Its eyes anything but the clearest;
 Yet old friends are best, for all that.

Your hair falls in ringlets so flaxen,
 Your eyes are delightfully blue,
 Your cheeks, they are rosy and waxen,
 You're charming—I'll give you your due.
 Yet shall I give up Betsey Baker,
 Who hasn't a shoe nor a hat,
 Because you're a splendid dressmaker?
 No! old friends are best, for all that.

You came Christmas morn in my stocking;
 I ought to be proud, I suppose,
 And not to be pleased would be shocking;
 Do, Betsey dear, turn out your toes.
 Oh, you are my every-day dolly!
 And this one in silk dress and hat
 I'll put on the shelf; call it folly,
 Yet old friends are best, for all that.

—From Primary Fridays.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

MAY 7.—Twelve men drowned near Wheeling, W. Va.—Olive Logan elected a member of the London society of authors.

MAY 8.—Mr. Chamberlain proposes that Mr. Gladstone and Lord Salisbury have a conference on the Irish land question.

MAY 9.—New York legislature adjourns.—Beecher's statue cast in New York.

MAY 10.—Minister Lincoln says he will not resign.—George Francis Train trying to go round the world in 60 days.—Emperor William calls a labor conference.

MAY 11.—The Samoan treaty signed by King Malietoa, and the various consuls.—Locomotive explosion at Buffalo.—Work being pushed on the Tehuantepec railway.

MAY 12.—The senate committee begin the consideration of Mississippi river improvement.—Gov. Nicholls, of Louisiana, opposes the lottery.

THE TARIFF DISCUSSION.

One of the most important questions before the country is the tariff; for it concerns every man, woman, and child in the land. The Republicans being in the majority in both houses of congress, the measure naturally came from them. Mr. McKinley, of Ohio, is credited with drawing it up, and it is a high tariff measure. It has been a subject for dispute between political parties whether we should have a high tariff, enough tariff for protection, tariff for revenue with incidental protection, or free trade. In the opening debate on the bill Mr. McKinley declared that our industries had been built up by the tariff, that the people had declared in favor of a high tariff by the election of 1888, and that the bill had been framed in accordance with that result. The idea is to save the American market for American products.

Mr. Mills and other Democrats held that the bill (as well as all high tariff measures) discriminated against a large majority of the people in favor of the manufacturers; that it would drive the importers out of business; that the farmers, many of whose farms are heavily mortgaged, have especially suffered, as the tariff raises the price of nearly everything they eat, wear, or use; and that if we shut foreigners out of our market we must not expect to sell to them, and hence the granting of subsidies to steamship lines is useless.

Name some articles on which there is a tariff. (Wool, lumber, sugar, leather, iron.) If you have to pay more for articles on which there is a tariff, explain how it is. If this is so, how is the tariff a benefit? In what cases does the tariff increase wages? What usually determines the price of wages? What is meant by "raw material"? Who collects the duties? What is done with the money? What is England's policy? What do you think of the free trade theory that every nation should produce what it can produce cheapest and best, and have absolutely free exchange with other nations?

EUROPE'S CLAIMS TO AFRICA.

Several European nations seem to be in great haste to get a portion of Africa. King Leopold has an ambassador at Zanzibar. It is believed he will negotiate for the ceding of a slice of Congo territory to Germany. The occupation of Chiromo, in East Africa, by Portuguese volunteers is the subject of negotiations with Great Britain. News has been received from Uganda that the Arabs swarmed to assist Kalema, who has again expelled Mwanga and the missionaries from the capital to an unassailable position on Sesse island. The German conquest of Kilwa will be of undoubted benefit to civilization. A large quantity of slave irons has been found in all the Arab stores, showing the activity of the slave dealers.

There is no doubt that Africa will play a larger part in the history of the world for the next hundred years than ever before. Many parts of the continent are well fitted by nature for the abode of man, and civilized nations are beginning to see it. Already the tide of immigration has set in and a steady increase may be looked for. Locate on the map the African possessions of different European nations.

GEN. FREMONT ON THE RETIRED LIST.

Gen. John C. Fremont has been made a major-general on the retired list of the army. He lives on Staten Island at New Brighton, and, although in his seventy-eighth year, his step is as springy and his form is as straight as when he carved a pathway over the Rocky mountains. When was Gen. Fremont a presidential candidate? What was the chief issue in that campaign? Describe the Rocky mountain expedition. What was Gen. Fremont's record in the war?

WHYDAH BOMBARDED.—It was reported from Lagor, West Africa, that a French man-of-war had bombarded Whydah, Dahomey. The French commander sent a demand to the king for the surrender of European prisoners.

A METEOR.—At Mason City, and other places in Iowa, a brilliant meteor was seen. When discovered it was at an

elevation of about 25°; and three explosions or flashes of light were seen before it passed out of sight. What is a meteor?

SHIPBUILDING IN MAINE.—Shipbuilding is lively all along the coast of Maine from Kittery to Eastport. Many large coasters are being built to be employed in the ice trade. What other states are noted for shipbuilding?

BISMARCK PRAISED.—In the Prussian diet warm tributes were paid to the ex-chancellor. It was said that Germany owed her financial position and her position in the world to Bismarck. It is proposed to place his statue in the chamber of the upper house. What was Bismarck's part in the formation of the German empire?

GOLD IN IRELAND.—The *Irish Times* says that a rich gold mine has been discovered in Dunnade, in County Cork. Where are some of the richest gold mines in the world?

MINNESOTA'S SNOWSTORM.—From one to four inches of snow fell May 4. This snowfall is generally regarded as favorable to big crops, late snows in former years having been followed invariably by big yields.

BALLOT REFORM IN NEW YORK.—Gov. Hill signed the ballot reform bill. It provides that the state print the ballots, and that no electioneering be carried on within one hundred and fifty feet of the polls. Why is such a law necessary?

THE SCOTCH CHURCH.—In the British parliament Mr. Cameron moved the disestablishment and disendowment of the church of Scotland. What is an established church? Explain the attitude of the United States government toward churches.

BOULANGER WILL RETURN.—Gen. Boulanger will return from the island of Jersey, and demand another trial. To what party does Boulanger belong?

RUSSIA'S TREATY WITH PERSIA.—The Russian minister has been instructed to make a commercial treaty with Persia. Define a treaty. In what ways are the Russian and Persian governments alike?

EDISON'S ELECTRIC TORPEDO.—A trial of Edison's torpedo was made at Willet's Point on Long Island sound. Fifty pounds of dynamite were sunk under eight feet of water five hundred feet from shore. It was exploded by electricity by means of a wire connecting with the shore. Mud, water, and dead fish were thrown two hundred feet in the air. A vessel striking the torpedo would likewise explode it.

GLADSTONE'S PREDICTION.—In a speech at the Cobden club Mr. Gladstone said that under free trade the wages of English workmen had increased fifty per cent. He predicted that before many years free trade would be accepted by all civilized nations.

TORNADOES IN THE WEST.—Destructive tornadoes occurred in Kansas, Ohio, and Missouri. Give the theory of such storms. (See JOURNAL of April 5.)

A RUSSIAN EXHIBITION.—The government proposes to hold a national, industrial, farming, and fine arts exhibition in Moscow in 1893. What cities have held such exhibitions?

BRAZIL NOT RECOGNIZED BY PORTUGAL.—The chamber of deputies declined to discuss a motion for the immediate recognition of the Brazilian government.

ITALY'S POLICY.—In the Italian chamber of deputies Premier Crispi stated that the policy of the Dreibund was unchanged. It was a policy of peace and menaced no one, being solely of a defensive character. "Our arrangements," he said, "are not the result of alliances; they are necessary to Italy as a means for defense if menaced in the Balkans. We have always protected the independence of those states."

A JURIST'S DEATH.—Amasa J. Parker, the eminent jurist, died in Albany May 13, after a brief illness, at the age of eighty-three. Judge Parker was one of the founders and a professor of the Albany law school for twenty years. Name some other famous judges.

ANOTHER EAST AFRICA COMPANY.—In referring to the African estimates, Signor Crispi said he was confident there would soon be formed an Italian East Africa company.

THE MOST POPULAR THROUGH TRAIN IN THE WORLD.—The most popular through passenger train in the world is the No. 5 on the New York Central and Hudson River Railroad. It leaves New York for the West at 8.00 P.M., daily, and consists of from twelve to sixteen magnificent Wagner Vestibule Sleeping-Cars, in addition to day coaches, dining, baggage, mail, and express car.

OF INTEREST TO PUPILS.

HOW A CYCLONE LOOKS.—The people of Connelly Springs, Mo., recently saw a cyclone forming. It resembled the lower half of a big balloon. From the sack-like lower end a white ribbon-like streamer was suspended, having a serpentine motion and appearing in great commotion. It swung off nearly horizontally to the south for some distance from the main cloud, when it curved and took a perpendicular course. About three miles east of Connelly Springs, a long piece of this whirling ribbon seemed to break loose and dart to the earth, from which soon appeared a great cloud of dust and debris. The cloud, with its trailing streamer, moved off in an easterly and northerly direction over St. Clair county, appearing to get nearer the earth.

FORMOSA.—This island in the sea east of China is about half the size of Connecticut. The people have some curious ways. They sit around a bowl of rice in the center of the house and eat out of it with their fingers. When they wish to seal a friendship they throw their arms around the necks of each other, bring their heads together and at the same moment drink from the same vessel. Their huts are still made by sticking two poles into the ground, fastening two longer ones on top, and then covering the whole with long grass and mats. A few stones, gathered in a little heap in the center, serve as a fireplace. Rare lilies and orchids grow there, and rice in such abundance that Formosa is called the "granary of China."

CHANGING NAMES.—Many foreigners are becoming Americanized in other ways than getting rid of their foreign language and manners. Hundreds of them are discarding their unpronounceable names, and unless their children keep a record of the fact it will be impossible in a generation or two to trace their ancestry. The following recent changes were made by the New York legislature: John G. Arbona became Frank G. Osborn; three Coughlins became Conklins; Samuel Dziatynski is now Samuel Lewis; Nicolai Johan Abelson, Michael John Holland; Kadanski, Kadane; Cohen, Clark; Schulmeier, Sherman. William Kaupferschmidt translates his name to Coppersmith.

THE LARGEST STONE EVER QUARRIED.—At Vinalhaven, Maine, lies in a quarry the largest piece of stone ever quarried anywhere, and if erected it will be the highest, largest, and heaviest single piece of stone standing, or that ever stood, so far as there is any record. It exceeds in height any of the Egyptian obelisks. The tallest of these was brought from Heliopolis to Alexandria by Emperor Constantine, and subsequently taken to Rome, where it now stands. It is 105 feet 7 inches high. The Vinalhaven shaft is 115 feet long, 10 feet square at the base, and weighs 850 tons. It was quarried to show what the granite company could do when they tried.

VOICES FROM THE PHONOGRAPH.—Owners of phonograph cylinders have property that is growing more valuable all the time. The Gladstone cylinder at the statesman's death will probably be worth \$1,000. A cylinder containing a few sentences by Gen. Von Moltke, now ninety years of age, can also be heard. Funny stories by Eli Perkins, songs by well-known singers, and short passages from well-known plays, spoken by eminent actors, are all on storage in phonograph cylinders. These lose nothing in clearness and volume from the lapse of years, but, of course, may be worn out from use.

GREENLAND'S COAST.—The entire coast of Greenland has never been surveyed, and 450 miles of the east coast has never been visited. Lieut. Ryder, of the Danish navy, proposes to make a survey of this unknown region, with the aid of nine men. The work will be carried on in small boats and on sledges, and will take two years. The district is supposed to be uninhabited.

A REMARKABLE HAILSTORM.—Baltimore had a hailstorm recently that did thousands of dollars of damage to windows, making some streets look as though they had been in the center of a battlefield. The hailstones were like rocks, some of them sharp on the edges as a steel blade, and of great size.

A CENTENARIAN NAVAL HERO.—Sir Provo Wallis, whose ninety-ninth birthday was celebrated April 13, entered the British navy as midshipman in 1804, and was retired with honors as post-captain, before the application of steam to men-of-war. He was in command of the victorious *Shannon* when that ship towed the conquered *Chesapeake* to Halifax, with the body of Captain Lawrence on board. This was the action in which the wounded Lawrence cried, "Don't give up the ship!" He is the last survivor of the contemporaries of Lord Nelson, and in the seventy-eight years since the war of 1812 he has seen a new Europe and a new America.

NEW STREET CLEANING MACHINE.—A street-cleaning machine, called the Hercules, has been introduced in London. It consists of a tank-cart holding 300 gallons of water, with a sprinkling hose attached in front, and a screw-shaped revolving brush of india-rubber underneath. Both brush and hose are controlled by the driver. One of these machines cleansed an area of 1,980 square yards in nine minutes.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE CAMBRIDGE MANUAL TRAINING SCHOOL.

As one of the supervising committee of the Cambridge Manual Training School, I have read with especial interest your criticism on the name finally adopted for the institution. I say "finally" because it was a matter of anxious consideration, and the present name was at length adopted, not as being wholly satisfactory, but as coming nearer it than any other name suggested. It was at first proposed to call the institution an "Industrial School," but we soon found, from many letters received, that this name had become almost inseparably connected, in the public mind, with penal institutions, and would involve constant misconception and endless explanations. The name of "Technical School," would have then seemed, on the other hand, too ambitious for our modest beginnings; it seemed rather to belong to great institutions like those at Boston, Worcester, and Troy—institutions to which ours was, and is, at best, but preparatory. On the whole, the name of "Manual Training School" seemed, and still seems, to come nearer than any other to the correct designation of our precise enterprise.

Excuse me if I point out the part of your criticism that is based upon an assumption into which you have been apparently misled—the assumption, namely, that this school "has no scholastic department connected with it." So far is this from being the case that it is an essential part of the plan of the institution to be connected in the very closest way with a scholastic department. This department is called the "English High School," an exceedingly flourishing institution in which every pupil of the "Manual Training School" spends half his time. It is this combination with the English High School, which constitutes the most novel and characteristic part of our whole enterprise; since our boys thus receive practically the training of a Manual Training High School, without the necessity of duplicating (as in Philadelphia) the whole corps of teachers in English, mathematics, and the like. This connection between our institution and the English High School is not organic but exists only by mutual agreement, since our school is still an experiment on the part of its founder and not yet transferred to city control. But the experiment of the combination has worked very well thus far, and will work still better when the new English High School building is completed, as the two affiliated schools will then be side by side, whereas they are now three-quarters of a mile apart. Sooner or later, perhaps, they may be organically connected.

As a matter of fact, every pupil in the Cambridge Manual Training School spends at least half—probably three-fifths of his time—in what you would call "scholastic pursuits." This being the case, the name "manual training" is quite as descriptive of the school on the whole, as would be the term "technical." It is moreover to be remembered that all the schools of this class are still in their experimental or tentative stage; that no two of them seem to follow just the same lines, and that they cannot yet be so clearly differentiated as may be the case by and by. Our school undoubtedly seeks manual training for its technical rather than its merely educational value; yet it strives to do this in a broad way, and it desires, above all things, to be known for precisely what it undertakes, and to avoid creating any extravagant expectations.

T. W. HIGGINSON.

THE BIBLE IN THE SCHOOLS.

In a recent issue of your paper you say: "If people do not think that they can give their children sufficient religious instruction at home, and in the Sunday schools of their churches to save them from spiritual peril (they must keep them out of the free schools maintained by public taxation). They must send them to religious schools of their own way of thinking, and support such schools themselves." Now, I am one of the class that is not satisfied with schools taught by atheists and agnostics. We are willing to pay the cost of maintaining Christian schools. But, is it right, to force us, in addition to maintaining such schools, to maintain an elaborate, expensive and unnecessary public school system, extending through all grades from the kindergarten to the professional school? You say the safety of the nation demands that its citizens should be able to read and write. I agree to this. Elementary schools of the best character must be provided at public cost, and if they must be Godless, let it be so. But beyond the elementary instruction, it is rank injustice for the state to go. Whatever education the state furnishes should be made compulsory.

The opposition of a minority has ruled the Bible out of the schools, and the insolent tone with which you tell the majority that if they don't like the situation they can build other schools and pay the cost of them is not likely to be accepted without a protest.

A. C. HILL.

The quotation Mr. Hill refers to was a quotation we made from the *Sun* of this city; we approve of the sentiments of that quotation except what is in parentheses; we would leave that out. Farther on, Mr. Hill agrees with it too; we put that in *italics*. It shows we stand on common grounds. He then raises the question of higher education; here the *Sun* and he agree in thinking we should have only good primary schools. Just where the "insolent tone" comes in we do not see; if a majority want the Bible in the schools, we shall be only too glad to know it. But the fact is the other way, and we, as must Mr. Hill also, simply acquiesce.

PSYCHOLOGY.

1. Is the object of giving children elementary science, or observation, lessons to have them acquire a great number of facts, or to develop in them great *thought-power* which will enable them to deal with weightier subjects in subsequent life? What should be the line of development in this work? Should the teacher simply talk learnedly about the subject or object in hand, or should the pupils be allowed first to tell all they can of an object?

2. Is the memory a thinking faculty, or a mere passivity? Can it be educated, or trained simply? Is not the custom of compelling students to "commit to memory" long lists of Latin nouns or adjectives in all their forms of conjugations, to prepare them for examinations, a moral sin, or at least an educational one?

1. A fact is of no value in itself, only as it stands in relation to other facts. It is of no use to anybody to know the simple fact that Columbus discovered America in 1492, but it is of great use to know how he came to leave Spain, and the results that followed from his success. It is of no use at all for any man to know that H₂O united forms water, but it is of great use to know the uses of water and to know the properties of H and O, and their relation to forms of both vegetable and animal life. Observation lessons are good,—yes, excellent,—provided they increase accurate comparison and so give thinking ability, but it is of no use, whatever, unless they do these things. Talking earnestly about any subject is as fruitless an effort as a human being can engage in, but teaching a subject, so that it becomes a part of the furniture of the one receiving it, is about as noble a work as any one can engage in. Teaching is the grandest work on earth; telling, talking, and declaiming, about the worst.

2. Memory is an attribute of the mind. It cannot be trained directly, but in its relation to the various powers of the human soul. For example, if we compare two objects in such a way as to note their similarity or differences, we shall be better able to know the properties of these objects, than we should be if we tried to remember each one alone. True memory is the result of comparison. There is something called memory that is not memory at all; it is what the parrot has—a mere faculty of imitation. A pupil may learn Latin declensions and conjugations, and yet know nothing about them. His power of committing words may develop to a very great degree of perfection and yet he may be almost an idiot. That prodigy, Blind Tom, who a few years ago went over the United States exhibiting himself, had a wonderful *parrot* memory, but he had no true memory, for he was not able to draw a single conclusion from any observations he made. Preparing for an examination by the exercise of parrot memory, is certainly an educational sin, and is sure to do more harm in the end than good. Training pupils to prepare for an examination that is to test the length, breadth, and thickness of the mind, its cohesive power and tenacity is about the noblest work that a teacher can do. There is much about memory that is not understood, but enough is known, so that we are able to say with confidence that *association*, and *comparison*, and *attention*, are essential to the proper retaining of thoughts in the mind. These are also essential to the proper expression of thoughts, for thought is an effect of association, comparison, attention, reason, and judgment. Memory enables us to unite all these powers so that we may draw conclusions.

CONGRESSIONAL AND OTHER MATTERS.—1. Please give the pronunciation of (Rousseau's) *Emile*. 2. When did the congressmen begin the term for which they were elected at the last presidential election? 3. How many congressmen are there in the Lower House since the new states were admitted? 4. What is the rule for pronouncing the last syllable "ed" as in "John, the BELOVED disciple," and "Ye winged winds?" 5. In the sentence "It is not true," does "not" modify "true" or "is"?

1. *Emile* is spelled in French with an acute accent over the *e* and hence is pronounced *émile*. 2. In December, 1890. 3. Before the new states were admitted there were three hundred and twenty-four representatives from the states and one delegate from each of the eight territories, making one hundred and thirty-two in all. There has been no congressional election since then, so the number remains the same as before. It is hardly probable that any of the new states will gain extra representatives by the census of 1890. The last apportionment was made on a basis of a population of 154,000 for each congressman. The population has been increasing so rapidly that, in order to keep the number of members the same or nearly the same, it is very likely this basis will be increased. This will lessen the chances of the new states getting more than one congressman each, although their population is increasing with astonishing rapidity. 4. It is pronounced *belvéd* as a participle and *beluvéd* as an adjective. An extra syllable sometimes is made of the *ed* by poetic license. 5. Opinions may differ.

"AN INSTANCE OF STUBBORNNESS."

I was interested in the article with the above title, in your last issue. I have seen more than one illustration of the same. I have seen a child of six years, who would suffer almost any punishment without yielding, when in one of his "fits" or "tantrums." I think your explanation, that it is a perverted state of body and mind, is correct, as is also your treatment. The *very worst* thing is corporal punishment, at such a time at least. Moral training, at the right time, is all that I know for such cases.

Bucknell University, Pa.

G. G. GROFF.

"THE JOURNAL is lively, and brings freshness and interest with every issue."

GEORGE A. WALTON.

EDUCATIONAL NOTES.

PENNSYLVANIA'S SUPERINTENDENTS.

The triennial election of county superintendents took place May 5. Each township or school district has usually six directors; these meet at the county seat once in three years and select a superintendent. This person is required to be one of the prominent and successful teachers of the county, within three years of the time of the election. The following is the result in the election, our reporters giving us prompt returns. We print such extracts from the reports as we can find space for:

ALLEGHENY.—Samuel Hamilton, re-elected. His salary was raised from \$2,500 to \$4,000 per year. "His remarkable executive ability is highly appreciated."

ADAMS.—Prof. J. W. Thoman, elected. "Has been the faithful and competent principal at Abbotstown for the past ten years. His election is indicative of the high esteem in which he is held by the people of his county."

BRADFORD.—G. W. Ryan, re-elected. "For nine years he has conscientiously devoted himself to the best interests of his schools."

BUCKS.—Wm. H. Slotter, re-elected. "His fitness, fairness, and discretion are well understood by his constituents."

BLAIR.—H. S. Werts, elected. "He has studied the conditions and wants of the schools very thoroughly for many years."

BEAVER.—J. G. Hillman, re-elected. "After filling an unexpired term, was unanimously re-elected. Was formerly principal of the Rochester schools."

BERKS.—William M. Zechman, a graduate of the Kutztown normal school.

BEDFORD.—C. J. Potts, elected. "A well-known and successful teacher for the past twenty-five years; a graduate of the California state normal school."

BUTLER.—N. C. McCullough, elected. "He loves educational work." The schools will not suffer by the retirement of Supt. Russell, who was not a candidate.

CHESTER.—Jos. S. Walton is re-elected. "A progressive man; his county seems full of wide-awake teachers; they read educational works extensively."

COLUMBIA.—Will C. Johnston, elected. "A graduate of the Bloomsburg state normal school; has been a successful teacher. He is considered a solid thinking man, and comprehends the underlying principles of education."

CARBON.—T. A. Snyder, re-elected. "His superintendency for the past six years has made him recognized as one of the leading men of the state; a very practical man."

CENTRE.—D. O. Eters, elected. "A graduate of the Pennsylvania state college. Has been a successful teacher."

CUMBERLAND.—A. J. Beitzel, re-elected "without opposition, an evidence of his popularity."

CLINTON.—Supt. D. M. Brungard, re-elected, with salary increased to \$1,500. "His earnest administration has won for him the esteem of the teachers in this county."

DELAWARE.—A. G. C. Smith, re-elected. "Formerly a teacher in the Media high school. He has labored most acceptably, we are told."

DAUPHIN.—R. M. McNeal, re-elected. "His schools are on a firm basis; a man of great push; has modern ideas."

ERIE.—W. G. Miller, elected; a graduate of Edinboro normal school. "Is known to be a skilful, practical teacher."

FAYETTE.—L. M. Herrington, re-elected. "He has aroused the parents to take a more decided interest in the schools."

FRANKLIN.—F. H. Slyder, re-elected, formerly principal of the Orrstown high school. Teachers say "he is an excellent man."

GREEN.—J. Westley Iams, elected. "His good judgment and executive ability are well known."

HUNTINGDON.—S. G. Rudy, elected on first ballot. "A graduate of the Brothers normal college. Has had sixteen years' experience in teaching."

INDIANA.—A. M. Hammers, elected. "A successful experience for twelve or fifteen years is his recommendation. He is an original, brilliant thinker. Indiana claims to be the banner county in educational zeal and interest."

JEFFERSON.—J. H. Hughes, re-elected for the third term. "He has made a practice of visiting all his schools each year."

JUNIATA.—J. H. Carney, elected. "His twenty years' of teaching has fitted him to do good work."

LEBANON.—John W. Snook, re-elected. "His earnestness in education has made him many friends; he is a progressive man."

LAKEWANA.—N. S. Davis, re-elected for the third term. "His motto in his schools is, 'The best in the state.'"

LAWRENCE.—J. M. Watson, elected, coming out ahead in a three-cornered contest.

LYCOMING.—Chas. Lose, re-elected for his third term. "There have been many difficulties for him to surmount; his ability is widely recognized."

MONTGOMERY.—R. F. Hoffecker, re-elected. "Has been in office for the past twelve years; salary increased from \$2,000 to \$2,240. Visits every one of three hundred and forty schools each year, and is always welcome."

MERCER.—M. E. Hess, elected. "Is a graduate of the Pinegrove normal school; has been a successful teacher."

MONTGOMERY.—Supt. W. D. Steinbach, re-elected. "The Montour county schools have a good superintendent for another three years."

POTTER.—H. H. Kies, re-elected, an endorsement of his thorough supervision.

PERRY.—Supt. E. U. Aumiller, re-elected. "He aims to place his schools in the lead."

SOMERSET.—J. M. Berkey, re-elected. His salary was advanced to \$1,500; "he was voted in by an overwhelming majority."

SCHUYLKILL.—Geo. W. Weiss, unanimously re-elected to his fourth term, salary increased to \$2,650. "An efficient, impartial, and very successful superintendent."

SULLIVAN.—M. R. Black, re-elected, salary increased. "Is well liked by teachers and directors."

SNYDER.—Chas. W. Herman, re-elected. A graduate of University at Lewisburg, where he took high honors. "A man of broad views of education."

TIOGA.—H. E. Raisley, elected. "A teacher in the high school in Wellsboro for the past eleven years; a college graduate."

UNION.—B. R. Johnson, re-elected. "His supervision in past years enabled him to win an easy victory."

WASHINGTON.—B. E. Tombaugh, elected. "Years ago, when a young teacher, he assured some of his close friends 'he would some day be county superintendent.' He has not only waited, but he has fitted himself while he waited."

YORK.—H. C. Brenneman, re-elected. "His salary was raised during the past term. His impartiality and faithfulness have made him immensely popular. He is an 'inspirer.'"

CONFERENCE OF EDUCATIONAL WORKERS.

There was a large attendance at the quarterly meeting of the Conference of Educational Workers held last Saturday May 10, at the College for the Training of Teachers, 9 University place, New York. In addition to the large number of educational workers from New York and Brooklyn, there were many superintendents and teachers present from New Jersey and Connecticut. Supt. W. N. Barringer, of Newark, vice president of the conference, presided.

Principal Hugh P. O'Neil read a paper on "Manual Training as Applied to the Teaching of the Tables of Weights and Measures and of Arithmetic." It was an able and exhaustive presentation of the features of manual training class work in the subjects mentioned. Mr. O'Neil illustrated his method by charts and blocks.

Principal J. M. Green, of the New Jersey state normal school, spoke on the subject "What can Manual Training do Educationally that cannot be done by the Studies already Accepted on the School Curriculum?" He deprecated the sweeping claims of the friends of manual training, and favored the adoption of only those features of the new method, which experiment showed to be superior to the old.

Dr. Nicholas Murray Butler, who followed, explained more fully some points to which Prof. Green had referred.

Asst. Supt. Hoffman called attention to the exhibit of manual training work from the schools of New York City. The specimens were placed on tables or hung on the walls in the room in which the meeting was held, and other rooms. Each of the manual training grammar schools (both male and female) was assigned certain subjects, and the principals sent the exhibits in accordance with that arrangement. The exhibits included geometrical work in paper, clay modeling, wood work, sewing, cooking, geography map work, historical map work, drawing (architectural and ornamental), mechanical drawings (plans and elevations), specimens of writing and of composition, geometrical problems, plans in India ink, such as an architect would draw, etc.

Asst. Supt. Hoffman, invited those present to inspect the exhibits and considerable time was thus spent at the close of the meeting. Among the best specimens was a miniature church in black walnut, clay designs of oranges and leaves, a crouching hound, and a medallion of Abraham Lincoln, copied from a printed picture. A paper model of a dwelling house, with porches, chimneys, and sloping roofs was made by folding a single sheet of paper.

The members of the conference left with the feeling that the meeting had been a very successful one.

GREAT efforts are being made to restore the library of the University of Toronto. Many publishers and sister universities, and several governors of states, have given books. The subscriptions to the library amount to 4000 volumes and \$35,000. The province of Ontario has given \$160,000 towards the rebuilding. The province of Quebec voted \$10,000 to the library fund, and the city council of Toronto \$200,000, while the trustees of the university have \$60,000 subscribed.

TEACHERS who are going to the National Educational Convention, at St. Paul, Minn., will do well to consider the offer made by H. D. Newson & Co., 21 University place, New York. On their regular excursion an opportunity will be given to view that great natural wonder, Niagara Falls, and the supplementary excursion will include the world-famed scenic region of Colorado, via Omaha, Denver, Manitou, etc. We hope many teachers will embrace this opportunity to see some of the grandest portions of their own country.

THE Northern Illinois Teachers' Association assembled at Rock Island, April 25. In the high school section the principal topic considered was the matter of keeping boys in school after they reach that inevitable time when they think they have learned enough. The view in which all concurred was that there should be more encouragement in the way of athletic sports, such as

gymnastic exercises, base-ball, and foot-ball. There was a decided opposition to final examinations as essential for promotion from one grade to another. They also said there was too much arithmetic in the schools. Among those who took part in the discussion were Principals Forbes, of Princeton; Webster, of Dixon; Sandford and Harryon, of Chicago; Gettymy, of Galesburg; Dudley of Maquoketa, Iowa; Witter, of Muscatine, Iowa; and Stretton, of Davenport. Their speeches were better than are usually heard at such meetings. The address on "The Educational Basis of Our Civilization" by State Supt. Kiehle, of Minnesota, was a fine one. O. T. Bright was elected president.

EDUCATIONAL ASSOCIATIONS AND SUMMER SCHOOLS.

Alabama, Montgomery, June 24-6.
American Institute of Instruction, Saratoga, July 7-10.
Arkansas, Mt. Nebo, July 8.
Kentucky, Frankfort, June 25-7.
Maryland, Bay Ridge, July 8-10.
Missouri, Sweet Springs, June 27-8.
National, St. Paul, July 8-11.
New York, Saratoga, July 7-9.
Ohio, Lakeside, July 1-3.
Pennsylvania, Mauch Chunk, July 8-10.
Tennessee, —, June 26-8.
Texas, Galveston, June 24-6.
West Virginia, Moundsville, July 1-3.

SUMMER SCHOOLS.

Arkansas Summer School, Mt. Nebo, July 8-Aug. 15.
Interstate Summer School, Edinboro', Pa., June 30-July 11.
Columbus, Ohio, July 14-July 25. Pottsville, Pa., July 21-Aug. 5.
1. Asheville, N. C., July 28-Aug. 8. Jefferson, Ohio, Aug. 4-Aug. 15. Grand Rapids, Mich., Aug. 18-Aug. 29. Detroit, Mich., Aug. 18-Aug. 29.
Harvard University Summer Courses, July and August.
School of Expression, Newport, July 5.
Chautauqua College and Schools, July 5-Aug. 15.
Amherst Summer School, Amherst, Mass., July 7-Aug. 8.
National Summer School of Elocution and Oratory, Grimsby Park, Ontario, July 7-Aug. 15.
Boston Summer School of Oratory, July 8.
Duluth Summer School of Languages, July 8-Aug. 16.
Sauveur Summer School of Languages, Burlington, Vt., July 9-Aug. 19.
Martha's Vineyard Summer Institute, July 14.
Bay View (Michigan) Assembly and Summer University, July 16-Aug. 13.
Glens Falls (N. Y.) Summer School and National School of Methods, July 29-Aug. 16.
[Readers will please furnish any information not given above, or correct any mistakes.—Eos.]

THE summer session of the college and schools at Chautauqua, N. Y., will extend from July 5 to August 15. For the July course the successful plan of the last two seasons will be continued, and progressive courses of lectures, after the University-Extension model, will be given by Prof. H. B. Adams, Prof. Frederick Starr, Prof. Martin L. D'Ooge, Mrs. Abba Gould Woolson, Rev. J. C. Eccleston, W. E. Curtis, etc. There will be an innovation in the form of Musical Lectures (illustrated by instrumental and vocal numbers), by Mr. I. V. Flagler and Mr. H. A. Moore. In the August course a wide range of topics will be discussed by Edward Bellamy, Theodore Roosevelt, Principal A. M. Fairbairn, Helen Campbell, Charles T. Saxton, Thomas Wentworth Higginson, W. C. P. Breckinridge, Alexander McKenzie, John P. Newman, Russell H. Conwell, etc. The Ben-Hur tableaux will be living pictures from Gen. Lew Wallace's novel. In addition to the general courses in science, history, and language, the pedagogical department will be a very important feature of the work. Dr. J. W. Dickinson, Prof. F. F. Murdock, Prof. A. C. Boyden, P. J. T. Edwards, Prof. W. D. McClintock, Prof. W. N. Hailmann, Prof. Wm. Houston, Prof. C. R. Wells and others, will give instruction. Full information may be obtained of the secretary, W. A. Duncan, Syracuse, N. Y.

THE Duluth summer school of languages will be open from July 8 to August 16. Programs may be obtained of Henry Cohn, of the Chicago school of languages, Chicago.

THE thirteenth annual session of the Martha's Vineyard summer institute will begin July 14. It includes the school of methods, the Emerson college of oratory, and the academic departments. Dr. Wm. A. Mowry, 50 Bromfield street, Boston, is the president, and Hon. A. W. Edson, Worcester, Mass., manager of the school of methods.

THE following is the program of the Eastern Connecticut Teachers' Convention, to be held at Danielsonville, May 16: "Religion in the Public Schools," F. H. Beede, Willimantic; "Drawing: its Place in Educa-

tion," Miss Dunn, New London; "Devices in Geography," Miss Stella Hall, Somerville, Mass.; "Language and Literature in Public Schools," Miss Alice Reynolds, New Britain; "Busy Work in Ungraded Schools," Miss Hodakins, Springfield, Mass.; "Normal School Methods," A. B. Morrill, Willimantic, Ct.

IN the Marion county (Cal.) teachers' institute, held in San Rafael, April 2, they had a feature we most earnestly commend. Memorial exercises were held in memory of Miss Gazena A. Garrison, a teacher who died in November last. Teachers, do you remember your associates who pass away?

THE fifteenth session of the Sauveur summer school of languages will be held at Burlington, Vt., July 9-August 19. Catalogues of the school may be obtained of Dr. L. Sauveur, Roxbury, Boston, Mass.

THE summer session at Amherst college will be held from July 7 to August 8. Instruction will be given in languages, chemistry, drawing, painting, wood carving, mathematics, and physical training.

AT Grimsby Park, Ontario, Canada, from July 7 to August 8, will be held the summer session of the National School of Elocution and Oratory of Philadelphia. The location is delightful, and the social features attractive. Great pains have been taken to make the professional courses and methods first class. Principal Silas S. Neff will furnish all desired information.

THE Indiana (Pa.) state normal school has a department of manual training consisting of mechanical drafting, carpentry, clay molding, paper cutting, and folding, care and use of tools, manufacture of school apparatus, and modeling in plaster and papier-mache.

AT the California State teachers' association, State Supt. Ira G. Hoitt proposed that the teachers form a company with a capital of \$250,000, to erect a building in San Francisco for the use of teachers. Whew!

NEW YORK CITY.

A MEETING of kindergartners was held in the library of the Normal College on Wednesday afternoon, May 7. The topic for discussion was "Stories for Use in the Kindergarten." Miss Jenny Hunter read some notes on the selection of stories, manner of telling, etc. Miss Merrill gave the outlines of a favorite story; Miss Tusca added a tale that she had found of special interest in her work; Miss Wells repeated a story in verse, giving hand illustrations. A meeting was called for the first Wednesday in June at three o'clock, and the subject of "Story-books of use in the Kindergarten" was suggested as a topic. Some questions of discipline were brought up and discussed. These meetings on the first Wednesday of the month are open to all kindergartners.

SHALL a city like New York run its schools on the "narrow gauge" plan? It has been proposed in the board of education that only those who live in the city shall be permitted to teach in the public schools! In the first place, the board of education has nothing to do with the place the teacher lives in—it is a question of fitness to do the work. If the teacher lives in a disreputable house, if he comes late to school because he lives so far away, or if he lives where he is unfitted for his work, then the board may take notice of his residence. In the second place if a teacher lives in the green fields of Long Island or New Jersey, it is to his credit; he is away from the noise of the city and returns fresh and elastic.

A MEETING of the New York State Forestry Association was held recently at the Museum of Natural History, New York City. Prof. David E. Fernow, of the department of agriculture at Washington, said that the destruction of forest trees was the cause of the great droughts of recent years. The restoration and preservation of our forests is of the highest importance, and teachers should impress this fact upon their pupils. Chancellor McCracken, Col. G. F. Balch, and others also spoke. Resolutions were adopted advocating national observance of Arbor day, urging legislation to compel the general planting of trees, shrubs, and vines, in cities, and demanding that Arbor day receive especial attention in the schools.

THE Metropolitan Museum of Art as usual, after the spring cleaning, has some new attractions to display, including a Leonardo da Vinci, a Rembrandt, a Van Eyck, and a Gainsborough, added to the Marquand collection. There are also some paintings from Henry O. Havemeyer's gallery. The arrangement of the three thousand Edison lights in the picture gallery produces a most satisfactory result. The deficiency for the year was less than \$5,000.

A TEACHER in a primary department in this city was recently fined five days' pay for punishing a pupil with a rod. The laws of the New York City board of education require the principal to do all the whipping, if it becomes necessary for any whipping to be done.

GRAMMAR SCHOOL No. 4, of which Mr. James Demilt, is principal, has a musical genius in Maximilian Gubika. His father is a teacher of violin music, and has taught for many years in Hungary. Maximilian was born in Buda-Pesth and came to New York with his father and mother four years ago. Mr. Gubika is in ill health and Max's earnings help make him comfortable.

FOREIGN NOTES.

The general German society of women (headquarters at Leipzig) sent a petition to the house of deputies of the Prussian parliament asking that women be allowed to enter the universities for the purpose of studying medicine, philosophy, and philology. This petition was pigeon-holed as not fit for discussion in the house. Another setback for the women in Germany.

In Berlin the school authorities have appropriated \$30,000 for the establishment of two bathing institutions on the right bank of the Spree river to be used by the school children exclusively.

In 1838 a merchant in Loran left a large sum for the purpose of paying the tuition-fee for children of poor parents. But recently the school authorities of Loran abolished tuition fees, and at first they did not know what to do with the proceeds of this legacy. Recently the money was paid over to the poor children in obedience to the letter of the bequest, and thus the case occurs that children are paid for going to school.

In Posen, the city council and the police had united in punishing boys who had been truant in their attendance upon the continuation courses. The police judge acted promptly in the matter, but in one of the cases an appeal was made to a higher court, which decided that the regulation of school attendance does not belong to the police.

In eastern Prussia, near Elbing, a curious school is found:—cow-stable, pig-sty, hen-roost, water-closets, teachers' dwelling, and school-room are all under one roof. The school is an ungraded one; its attendance varies between 130 and 180. They have had half-day school there for many a year.

In Iserlohn a lively discussion took place in the city council concerning a case where a police officer had conducted a truant boy, hand-cuffed through the city.

In Jena, Mr. J. Truper has opened an institution for pedagogical cure. This institution is not for idiotic and bodily weak children, but for children who are capable of being educated, yet for some reason or other—either severe mental or bodily disease—fail to get along in the regular course of the school. The owner and conductor of the institution professes to stand upon the principles of Herbart's psychology.

The report of the 35th anniversary of the establishment of "The Achawa" a society for the purpose of aiding Jewish teachers as well as their widows and orphans has been published. It is interesting to see to what proportions this society has grown. It has now 629 paying members; its property amounts to 174,389.59 marks. In the course of the 25 years, aid to the amount of 152,878.28 marks has been rendered.

SEVENTY DAYS IN EUROPE.

THE NEW YORK EDUCATIONAL BUREAU offer a new attraction to their members and the readers of THE NEW YORK SCHOOL JOURNAL—a long summer trip in Europe visiting the principal cathedrals of England; the Passion Play at Ober-Ammergau; the battlefield of Waterloo, so well described in "Les Misérables;" the Rhine, the Alps and glaciers in Switzerland; the Rigi, and lastly, Paris. This will undoubtedly be the most complete trip of the season. The party will leave Saturday, June 7. Teachers and others intending to join this party should write at once. A competent leader will go with this party, who speaks fluently the various European languages. Persons not able to leave June 7 may join this party in London about July 1. Write to H. S. Kellogg, 25 Clinton place, for particulars.

Salt rheum and all skin diseases are cured by Hood's Sarsaparilla. Sold by all druggists.

BOOK DEPARTMENT.

NEW BOOKS.

A ROMANCE AT THE ANTIPODES. By Mrs. R. Dun Douglass. Cloth 301 pp. New York and London: G. P. Putnam's Sons.

The record of a trip from Plymouth to Australia in the good ship *Florence* by a lively party of two Americans; and "fifty-six more or less sturdy Britons." As usual on ship-board, everybody is acquainted with everybody else in much less time than on land. There are all kinds of people in this little world on the *Florence*. We have Mrs. Brownell, wrapped up in theosophy; the electric Miss Hardcastle and "a young Zeus," otherwise Mr. Sutherland Pelham Gower; Sphinx; the actor, nicknamed "Liddy Push;" "The Ladies' Walking Stick;" "Mr. Ursa Major," etc. These people have a bad habit of giving one another names, but they seem to feel no ill-will. On the contrary, there is considerable love-making going on before the ship is well away from "merrie England," but the romance that names the book is that of the electric maiden and the Englishman with a hyphen in his name. They have a very good time, though the language of the passengers is too ornate to be comfortable. For instance, they "admire infinite splendors of the night," and "ride on a burgundy sea, while the lapis lazuli dome is brodered with Pompeian figures dancing on a glorified clay bank." Whether the author has ever visited Australia or not, she gives some very good descriptions, though here, too, the language is rather gorgeous. But we suppose that dull, every-day words would not suffice to describe tropical scenery. After several mishaps and misunderstandings, the party reaches England again. The story ends satisfactorily. The book will make pleasant summer reading, and it deserves to be tucked in many tourists' shawl-straps.

PRESTON PAPERS. By Miss Preston's Assistant. Rochester, N. Y.: William H. Riggs, publisher. 144 pp.

This book is made up of letters supposed to have been written to a state superintendent of instruction by one who has served for twenty-one years as second assistant in a public school at "Oldtown, N. Y." They discuss various matters connected with methods, government, etc., in a bright, interesting way, and will be perused with pleasure by many teachers who are looking for new ideas, or for old ideas put in a new shape. The Miss Preston who figures in the book is said to be no ideal teacher, but one well known to publishers and authors. It is also asserted that her experiences are real, and possibly not unusual. It is well to hear from teachers even though they do appear *incognito*, especially when they do not belong to the "machine" order. In narrating the school experiences at Oldtown, the author has infused a liberal quantity of "new education" ideas. Some of the topics treated are punishment, responsibility, geography, prize giving, compositions, environment, health, grammar, whispering, manners, dress, overwork, spelling, reading, hobbies. It will be seen that about the whole round of school work and duties are included. A large amount of truth has been presented in a very attractive shape.

HORATIO NELSON, AND THE NAVAL SUPREMACY OF ENGLAND. By W. Clark Russell. 12mo. 357 pp. \$1.50. New York: G. P. Putnam's Sons.

"One of the few immortal names that were not born to die," is that of Horatio Nelson, whose life is most intimately connected with the naval supremacy of England. This book is full of interesting narration; Mr. Russell has done his work well, and the publishers of this country have ably assisted him in giving it a good appearance before the American public. The author has had the advantage of being the last in the field with reference to former lives, which are in many respects unsurpassed. Southey's life has been the best, but the popularity of his book has been due mainly to the charm of its style rather than to the information it communicates. Since Southey wrote, much that was vague and unsettled about Nelson has been determined, many unjust or unfair statements have been disproved, and his inner life has been freely and clearly submitted. This book presents all that is essential to a clear and correct portrait of England's great admiral, and is in all respects the best for the ordinary reader that has ever been presented. Nelson was born in 1758. His father was a clergyman. Although one of many children, he fought his way well in early life and soon found himself floating on the water. His plays indicated the bent of his mind, for he was often accustomed to set the market pump going, that he might launch his paper boats in the gutter. He was extremely sensitive in his early life, and never lost this admirable trait during his most thrilling adventures.

One day when entering a shoemaker's shop he jammed a pet lamb in opening the door, and cried bitterly at the pain he caused the little animal. There is no time in this brief notice to speak of his admission into the navy, but it is sufficient to say that in 1777, when nineteen years of age he passed his examination as lieutenant. His health was not good, but in spite of physical disability and other drawbacks, he maintained his position, and at last reached the very highest point to which an English seaman could aspire. The last of his battles, that at Trafalgar, fixed the destinies of Britain, and the monument in Trafalgar square, in London, commemorates his memorable conquest. The account of this noted battle will remain forever as one of the remarkable chapters in the history of England. Here it was that the words "England expects every man will do his duty" were signaled to the entire fleet. After this signal had been received throughout the fleet, and its

significance had become fully known, Nelson exclaimed, "Now I can do no more. I thank God for this great opportunity of doing my duty." He entered the battle, which proved to be his last; before the last gun was fired, his spirit was at rest with the Great Spirit above. We trust all teachers who read this notice will not fail to become familiar, if they are not already, with the contents of this book; it will afford many stories to enliven a dull hour, and convey much solid information and inspiration that will go with pupils during their entire life.

OBSERVATION LESSONS IN THE PRIMARY SCHOOLS. A Manual for Teachers. By Louisa P. Hopkins. Cloth. 212 pp. Boston: Lee & Shepard.

The author of these lessons is well known to the educational public of America. Although the ground traversed by the author is not new, yet there are many hints here that are placed in relations that will at once strike the teachers of our country in a most favorable manner. It is a book of practical suggestions, containing not only much philosophy, but also a great deal of actual model work. For example, there is a lesson on the "coral" in which the conversations between the teacher and the pupils are minutely recorded. Similar methods are pursued with the star fish, the sea urchin, the birds. Under the head, "Physical Phenomena of Nature" the author has given much valuable information, for which a number of illustrated lessons, as suggestions of methods, are presented. Here the same conversation method is pursued with questions and actual answers, which seem to be taken from class work, and not manufactured, as too many of these model lessons are, outside of the class room. The difficulty with most model lessons is that the questions and answers are made to suit the occasion, and when applied to actual school-room work are found not to fit at all; we judge these are different. Under the "Human Body" the same method is pursued; first, the philosophy, and then the actual illustrated teaching. The last part of the book is devoted to "Physical Exercise" and "Manual Training." It would have pleased us better if the word "manual training" had been omitted, because it doesn't seem to be exactly what we consider the true province of this important work, and yet, as the term is used at the present time, it certainly is applicable. We are coming more and more to realize that all true education has for its foundation physical culture, and that manual training, in its broadest sense, applies to all education that is conducted in a proper way. Altogether the book is a valuable addition to our stock of educational literature.

A PRIMER OF DARWINISM AND ORGANIC EVOLUTION. By J. Y. Bergen, Jr., and Fanny D. Bergen. Cloth. 12mo. 251 pp. \$1.25. Boston: Lee & Shepard.

Shall we ever get over evolution? It seems not. Here we have in brief an outline of the argument in favor of the development theory. To those who have studied this subject this book will not be new, but to those who have not studied it, it will be full of the deepest interest. Here we have the question stated and the causes given, the rejection of varieties and species, as well as causes giving rise to variations, and causes that have preserved variations are quite fully discussed. Then follows the testimony of "Embryology," "Geology," and "Geographical Distribution." "Origin and Intellect of Man" next follows. The book closes with an historical sketch and conclusions. It is very natural that one beginning to think out the problem of the origin of species would ask, "Has the time or the manner of the beginning of any new species ever been discovered?" How this question is to be answered will depend entirely upon the meaning given to the word species. Our author settles this point, and it is a very important one, as will be at once seen, for here, as on a pivot, the whole theory turns. The whole question is one of great interest to the thinking teacher, and has been so thoroughly discussed in so many ways, that no one has any excuse for being ignorant of the facts connected with it. In this book of 251 pages the subject is discussed in such a manner that even the most unscientific student will have no difficulty in examining the data of the arguments in favor of evolution as well as those against the theory, and coming to some sort of intelligent conclusion concerning the matter for himself.

ROBERT BROWNING PERSONALIA. By Edmund Gosse. Cloth. 96 pp. 75 cents. Boston and New York: Houghton, Mifflin & Co.

Browning is growing; that is, even though dead, his voice is speaking louder than ever, and his influence is felt more powerfully than ever before. This is a dainty little volume of ninety-six pages, containing sketches of the early career of Mr. Browning, with personal impressions. The close of the book contains an epilogue, written in quaint French and thrown like a posy of violets on the marble of his tomb. We commend the book to all lovers of Browning, especially those who desire a beautiful and life-like picture of his face, which is found opposite the title page.

THE EVOLUTION OF "DODD": A Pedagogical Story. By Wm. Hawley Smith. Chicago: W. W. Knowles & Co. 50 cents.

This is coming to be recognized as a famous book. It is a story of how "Dodd" struggled up until he came out successful,—his efforts in the survival of the fittest, his changes and how he came out, make an extremely interesting and profitable pedagogical treatise. In a very interesting manner the author has given a good deal of sound educational philosophy. It is, of course, not solid as in Rosenkranz or Roemini, but rather more diluted, as in "Emile"; it may, after all, more resemble Pestalozzi's "Leonard and Gertrude." The positions the

author takes are advanced; he is not at all in favor of the old grind and cram way of stuffing a child with all sorts of facts, and turning him out as an educational sausage, but on the other hand of studying his nature and leading him in the line of his activities. The author has thought well and has expressed himself well. We heartily commend the book to all who wish solid pedagogy made easy under the summer trees, where, in a most delightful way, may be read sound pedagogical doctrine without extraordinary mental effort, and yet, if applied, in next year's work will produce excellent results.

MAGAZINES.

In the *Atlantic Monthly* for June will appear an article by Charles Dudley Warner on "The Novel and the Common School," a pedagogical essay on reading and reading books, that all teachers, school commissioners, and superintendents should read. The April number of *The Unity Appeal*, of Cincinnati, contains "The Race Problem: A Northman South." It does not attempt to go into details, but sets forth some general features of the problem. The question will be further discussed in future numbers.

The *May Magazine of Art* is a Robert Browning number. There is an article by Wm. Rossetti on the portraits of the poet, and several of them are copied—the portrait by Gordiniani, the medallion by Woolner, Field Talfourd's drawing made at Rome, and the drawing by R. Lehmann. There is also a very pleasing portrait of Mrs. Browning, after a pencil-drawing by the last named artist done in the same year. The frontispiece is an excellent etching by Rajon of Sir Joshua Reynolds' portrait of Lord Heathfield, the smoke of battle rolling up behind him. Many curious examples of modern Venetian glass are illustrated to accompany an article by M. A. Wallace-Dunlop, on the processes of their manufacture; and J. E. Hodgson reviews the pictures in the National Gallery representing the Passion of Our Lord.

In the *Quarterly Journal of Economics* for April are two articles that deal with live political questions. One of them is the article by Francis A. Walker on "Protection and Protectionists." The author calls special attention to the fact that protection is now advocated by most of its champions as a permanent policy, a thing not intended or contemplated by the protectionists of earlier days; but he predicts that this extreme ground will soon have to be abandoned. Prof. Taussig writes on "The Silver Situation in the United States." It deals largely with facts, so it will be very valuable to those who are looking for information on the subject.

ANNOUNCEMENTS.

HOUGHTON, MIFFLIN & Co. will soon publish a work by William B. Weedon, the well-known Providence manufacturer, on the "Economic and Social History of New England," from 1620 to 1789, with an appendix of prices.

LEA BROTHERS & Co., of Philadelphia, have in press a volume of essays by Mr. Henry C. Lea, entitled, "Chapters from the Religious History of Spain."

THE HARPERS are to issue a portrait of ex-President Cleveland in the series of likenesses of noted men, which already includes Bishop Potter, Joseph Jefferson, Chauncey M. Depew, George Jones, and others.

MACMILLAN & Co. will bring out a comprehensive work on France, following the same lines as Mr. Bryce's book on "The American Commonwealth," or Sir Charles Dilke's "Problems of Great Britain." J. E. C. Bodley is writing it for them.

FORDS, HOWARD & HULBERT, the publishers of "An Appeal to Pharaoh," have received a letter from Mr. Stanley, in which he acknowledges the receipt of a copy of that book, and says "There is space enough in one section of the Upper Congo basin to locate double the number of the negroes of the United States, without disturbing a single tribe of the aborigines now inhabiting it."

J. B. LIPPINCOTT Co. publish "The Cycling Art," by Robert E. Scott. According to his idea the "cycle" seems to be capable of giving esthetic as well as physical pleasure.

GINN & Co. have prepared "Plant Organization," by Prof. R. Haislett Ward, of Rensselaer Polytechnic Institute, a review, for beginners, of the structure and morphology of plants, with diagrammatic illustrations.

G. P. PUTNAM'S SONS offer in the latest issue of the Questions of the Day series, a work on "American Farms," by J. R. Elliott.

A. C. ARMSTRONG & SON bring out a work by Rev. R. A. Watson, being a study of the times of the Hebrew Judges.

HARPER & BROTHERS' recent work (Vol. II. of McCarthy's "Four Georges") is devoted to the years 1733-60. The greater part of the volume is devoted to the nine years of Walpole's administration.

T. Y. CROWELL & Co.'s publication, "A Century of American Literature," arranged by Huntington Smith, includes all the well known writers, and some that are not so well known.

LEE & SHEPARD issue an illustrated handbook of mountain, ocean, and lake scenery on the coast of Maine, by Wm. Goodrich Beal. This region is called "The Norway of America."

GINN & Co. have issued their catalogue and announcement for 1890. It is a book of 154 pages, and contains a complete classification of the very large number of text-books and other volumes published by the firm.

On Advertising.

There seems to be an unwarrantable objection in some minds, mostly medical minds, to paid advertising upon certain kinds of paper. All matters of this kind are decided by reference to the "Code of Ethics." This, as we shall see, though, in many respects strict, is sometimes quite elastic in others. For example, they are permitted to advertise upon tin and other metals, bricks, stone, wood, and cardboard. They are allowed to put out and pay for their signs, and scatter their professional cards with liberal hand. They may write books, which are sold at a high price, giving a full account of their wonderful cures, always by way of illustration, and interesting details as to patients' age, height, complexion, temperature, temperament, respiration, and domestic affairs. But this is not considered "advertising." Their contributions to medical journals, describing, with appalling accuracy of detail, the cases they have cured, are copied gratis by the newspapers. But all this is within the code.

We have often given our views on this subject and defined our position. As the public do not seem to share this prejudice to any alarming extent, we simply point to what has been accomplished by our Compound Oxygen Treatment in chronic cases, and those given over by physicians, and add, that over 1,000 physicians are using it in their practice, and taking it themselves. But you will find it all—evidence, records and descriptions of cases, proof irresistible and convincing—in our book, sent free. Address Drs. STANLEY & FALKEN, 1529 Arch St., Philadelphia, Pa., or 120 Sutter St., San Francisco, Cal.

FREE



HYDE'S PRACTICAL LESSONS IN ENGLISH.

This series consists of two books. The First contains picture lessons, reproduction and dictation exercises, as well as practice in letter writing and memorizing. The Second is intended for Grammar Schools and covers such technical grammar as is essential to correct use of language.

HYDE'S LESSONS IN ENGLISH have been already introduced into the schools of *two-hundred and sixty cities and towns in New England alone*, and into a large number of other schools in all parts of the country, and in every case are giving complete satisfaction.

Price, First Book, 35 Cents.

Second Book, 60 Cents.

In order to make these books more widely known we will send, until July 1st, one copy of each book for *half-price and postage*; thus, First Book 23 cents, Second Book 39 cents.

IF YOU ARE LOOKING for books in *Reading, Elementary Science, Number, Supplementary Reading, Geography*, etc., we will send you complete lists and circulars upon application.

D. C. HEATH & CO., Publishers, BOSTON, NEW YORK, and CHICAGO.

Chautauqua Summer Schools.

COLLEGE LIBERAL ARTS.

DR. W. R. HARPER, Yale, Prin.

Twenty Professors from Leading Colleges and Universities.

TEACHERS' RETREAT.

DR. J. W. DICKINSON, Mass., Prin.

Ten Assistants. Best Methods. Thorough Work.

INSTITUTE OF SACRED SCRIPTURE.

DR. W. R. HARPER, Prin.

Study of the Bible in the Original and in English.

SCHOOL OF MUSIC.

DR. H. E. PALMER, Director.

W. H. SHERWOOD, Pianist. HARRY WHEELER, Voice. L. V. FLAGLER, Organ.

Schools of Elocution, Delsarte, Painting, Wood-Carving, Physical Culture, Business, etc.

REMEMBER

That in addition to all these opportunities, the Student at CHAUTAUQUA has the privilege of hearing men like EDWARD BELLAMY, THEODORE ROOSEVELT, T. W. HIGGINSON, W. C. P. BRECKENRIDGE, A. M. FAIRBAIRN (of Oxford, Eng.), RUSSELL H. CONWELL, RICHARD T. ELY, JOHN P. NEWMAN, THOMAS N. PAGE, LELAND POWERS, and scores of others; of listening to Piano Recitals by W. H. SHERWOOD, Concerts by the HARVARD QUARTET, ROGERS' BAND AND ORCHESTRA, the SCHUBERT QUARTET, MADAME ABBIE CARRINGTON, a GRAND CHORUS OF 500 VOICES, etc.; of seeing the beautiful Stereopticon Views, and the famous Ben-Hur Tableaux, Illuminations, a Feast of Lanterns, and other spectacles; of taking part in Baseball, Tennis, Rowing, Riding, etc.

Write for an Illustrated Catalogue to

W. A. DUNCAN, Secretary, Syracuse, N. Y.

"THE SURVIVAL OF THE FITTEST."

THE GLENS FALLS SUMMER SCHOOL

—AND—

THE NATIONAL SCHOOL OF METHODS, COMBINED.

For particulars see large advertisement in the Journal of May 3rd or address the undersigned.

Liberal reductions to clubs. Circulars now ready. Address

SHERMAN WILLIAMS, Glens Falls, New York,
CHARLES F. KING, Boston Highlands, Mass.

SUMMER SCHOOL OF ELOCUTION.

GRIMSBY PARK, ONTARIO,

25 miles West of NIAGARA FALLS.

JULY 7th to AUGUST 15th.

Voice Culture, Extempore Speech, Training of Body, Effective Oratory, Reading, Recitation, Shakespeare, Pedagogical Course, Mind Culture a special feature. Practical for all. Send for Circulars.

SILAS S. NEFF, President,

NATIONAL SCHOOL OF ELOCUTION AND ORATORY.

1124 ARCH STREET, PHILADELPHIA.

A Summer School of Chemistry

in the University of Michigan.—

July 7 to Aug. 15. Primarily for

Teachers. Address, Mr. W. F.

Edwards, Ann Arbor, Mich.

Are you going? Then send for full descriptive circular of the grand New York Teachers' Excursion to visit the National Educational Association at St. Paul, Minn., to be made in a special train of palace cars with dining cars attached, and including all expenses. Niagara Falls will be visited on route, and a special tour to visit the splendid West. Remember also, the most clever planned for teachers in America. A handsome illustrated guide and information book describing this and other tours, hints on "How to Travel," etc., will be sent on receipt of a two-cent stamp. H. D. Viereck & Co., Directors of Pleasure Excursions for Teachers, at University Place, New York.

N.E.A.

INSPIRING. SENSIBLE. PROGRESSIVE. PRACTICAL.

THE WORK OF THE
PENNSYLVANIA

Summer School of Methods.

July Session at Wilkes-Barre. August Session at Altoona.

All instruction graded. Each teacher can get ALL the work of his grade.

NO CHANGE OF FACULTY THROUGHOUT THE SESSIONS.

LELIA E. PATRIDGE, (Author of "Quincy Methods") Lecturer upon Methods of Teaching.

E. E. WHITE, A.M., LL.D. Author of "Elements of Pedagogy" Lecturer upon Educational Psychology.

ELLEN E. KENYON, (Author of "The Coming School") Teacher of Illustrative Primary School.

F. B. ORMSBY, (Prin. Brownell School, Chicago, Ill.) Instructor in High School and Grammar Grade Work.

W. A. DEREMER, (Supt. Schools Vineland, N. J.) Supervisor of Special Course and Instructor in Manual Training.

EDNA REED ORMSBY, Asst. Primary Grades Brownell School Teacher of Clay Modeling and Kindergarten Occupations.

EVENING ENTERTAINMENTS: Six Lectures by speakers of the widest reputation. Eight Sociables of the most enjoyable character.

I. General Course IN METHODS OF TEACHING.

Illustrated by the teaching of classes of children.

II. SPECIAL COURSE in Technical and Manual Training.

SIXTY LESSONS. All material furnished free of cost to students.

Certificates given to those taking both courses. Diplomas granted to Second Year Students Tuition and board moderate. No Extras.

All Promises Faithfully Fulfilled.

For Catalogue address the Principal.

LELIA E. PATRIDGE, Reading, Pa.

DON'T FAIL TO TAKE THE Chicago, Burlington & Quincy Rail Road

FOR THE ANNUAL MEETING OF THE

Teachers' National Convention.

THE BURLINGTON IS THE BEST.

E. J. SWORDS,

Gen. Eastern Agt., 317 Broadway, New York.

W. C. LOCHERTY,

Passenger Agent.

IMPROVED

Blackboard * Stencils.

Aids to Illustration for Teachers and Schools.

Order Only by NUMBERS.

LIST OF MAPS.

1. Eastern Hemisphere.
2. Western Hemisphere.
3. North America.
4. South America.
5. Europe.
6. Asia.
7. Africa.
8. Australia.
9. British Isles.
10. West Indies.
11. United States.
12. Middle Atlantic States.
13. Southern States.
14. Eastern Division.
15. Southern States.
16. Central States.
17. Central States.
18. Pacific States.

The above Maps are on paper, 24 x 36 inches, showing the location of the principal Mountains, Lakes, Rivers, Cities, and Political Divisions.

Price of each, 10 cents.

Address,

NEW ENGLAND PUBLISHING COMPANY,

3 Somerset Street, Boston, Mass.

READERS will confer a favor by mentioning the SCHOOL JOURNAL when communicating with advertisers.

Those who are studying elocution and the management of the voice, can hardly

Are you looking for a school, and are somewhat undecided as to where your most congenial field lies? Do not forget the Northwestern Teachers' Agency. Send stamp for form, etc., to Portland Oregon.

Pin your faith not on things of the earth, earthy, but remember those true friendships formed in the happy hours of school life, and destined to survive the thousand natural shocks that flesh is heir to. Pin your faith to true friendship, and buy the pin of E. R. Stockwell, 19 John street, New York, who manufactures for pupils class pins and rings, pins for societies and fraternities in schools and colleges; and for teachers, medals and badges, awards for excellence, or for graduates.

Sold by all druggists. \$1; six for \$5. Prepared only by C. I. HOOD & CO., Apothecaries, Lowell, Mass.

100 Doses One Dollar

AT THE RATE OF A POUND A DAY. I
TAKE IT JUST AS EASILY AS I DO MILK."
SUCH TESTIMONY IS NOTHING NEW.
SCOTT'S EMULSION IS DOING WONDERS
DAILY. TAKE NO OTHER.

E. L. Kellogg & Co., 25 Clinton Place, N. Y

SCHERMERHORN'S TEACHERS' AGENCY,
Oldest and best known in U. S.
Established 1855.
3 EAST 14TH STREET, N. Y.

THE publishers of THE JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies

GRATEFUL-COMFORTING.

EPPS'S COCOA BREAKFAST.

By a thorough knowledge of the natural laws which govern the operations of digestion and nutrition, and by a careful application of the fine properties of well-selected Cocoa, Mr. Epps has provided our breakfast tables with a delicately flavoured beverage which may save us many heavy doctors' bills. It is by the judicious use of such articles of diet that a constitution may be gradually built up until strong enough to resist every tendency to disease. Hundreds of subtle maladies are floating around us ready to attack wherever there is a weak point. We may escape many a fatal ailment by keeping ourselves well fortified with pure blood and a properly nourished frame.

Made simply with boiling water or milk. Sold only in half-pound tins, by Grocers, labelled thus: JAMES EPPS & Co., Homoeopathic Chemists, London, England.

Hunting, Finest resorts in America along the GREAT NORTHERN RAILWAY in Minnesota, Dakota and Montana. Fishing, Write P. I. WHITNEY, G. P. & T. A., St. Paul, Minn., for Guide Book.

THE publishers of THE SCHOOL JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies.



EVERY SKIN AND SCALP DISEASE, whether torturing, disfiguring, humiliating, itching, burning, bleeding, scaly, crusted, pimply, or blotchy, with loss of hair, from pimples to the most distressing eczemas, and every humor of the blood, whether simple, scrofulous, or hereditary, is speedily, permanently, and economically cured by the CUTICURA REMEDIES, consisting of CUTICURA the Great Skin Cure, CUTICURA SOAP, an exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of Humor Remedies, when the best physicians and all other remedies fail. This is strong language, but true. Thousands of grateful testimonials from infancy to age attest their wonderful, unfailing and incomparable efficacy.

Sold everywhere. Price, CUTICURA, 50c.; Soap, 25c.; RESOLVENT, \$1. Prepared by Potter Drug and Chemical Corporation, Boston, Mass. Send for "How to Cure Skin and Blood Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Rheumatism, Kidney Pains, and Muscular Weakness relieved in one minute by the CUTICURA ANTI-PAIN PLASTER. 25c.

Take a Trip This summer over the GREAT NORTHERN RAILWAY. Series of low rate tours for teachers to finest scenery in America. Write P. I. WHITNEY, G. P. & T. A., St. Paul, Minn., for Vacation Gospel.

REMARKABLE INSECTS.

The Amazon ants when starting on a warlike excursion issue from their abode as night is coming on, after which they arrange themselves in series columns. They march to the nest that they propose to despoil and penetrate to the heart of the place in spite of all efforts to bar the entrance, capturing all the larvae and nymphs they can find. These become their slaves. The whole army then marches home in the same order as before.

Lubbock experimented to see how far the social relations of the two classes extended. Thirty Amazon ants were inclosed with plenty of food, but no slaves. All work ceased and they were likely to die because they had no servants to feed them, when several slaves were put in the nest. They immediately began to feed the others, and so the colony was saved.

It has been proved that ants converse by means of their antennae. When two of these intelligent insects meet each other in their walks they may be seen to touch each other differently with their antennae, and the motions are almost as varied as those practiced by deaf and dumb people.

Teachers' Excursion to St. Paul.

For the Annual Meeting of the National Educational Association to be held at St. Paul, Minn., July, 1890, the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY CO. will sell reduced rate excursion tickets from Chicago and all other points on its 5,700 miles of thoroughly equipped road in Illinois, Wisconsin, Minnesota, Iowa, Missouri, South Dakota and North Dakota; and all railroads in the United States will sell excursion tickets to St. Paul and return for this occasion via the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY. For Circulars of information containing further particulars, please address A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wis.

Some species of ants suspend their nests amid the branches of big trees. These nests are quite porous and inside are a maze of winding canals. They are sometimes as large as a hoghead, and composed of a solid paste of wood, gum, and the juices of plants.

American Teachers expecting to attend the Convention of the National Educational Association at St. Paul, in July, cannot insure for themselves more of the pleasures of a summer outing than by traveling via the "Soo" Line. A trip to the northwest on this popular and picturesque highway gives the traveler a view by daylight of St. Lawrence and Ottawa River points, the Great International Bridge, the Rapids of St. Mary's River, Fort Brady (erected by the U. S. government in 1823), and the famous government ship canals at Sault Ste. Marie. It gives a panoramic view of the great natural resources of the Northwest. It furnishes the highest equipment, and its dining and sleeping-car service are unexcelled by any American railway. Take the "Soo" Line, making close connections at all important points, and providing through sleeping and dining-cars from Boston to St. Paul, and return. For detailed information address, E. V. SKINNER, General Eastern Agent, 353 Broadway, New York. C. E. MCPHERSON, District Passenger Agent, 211 Washington Street, Boston. JNO. G. TAYLOR, General Passenger & Ticket Agent, Guaranty Building Minneapolis, or W. S. THORN, Assistant General Passenger Agent, St. Paul.

IMPORTANT.

When visiting New York City, save baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan, Elevators and all Modern Conveniences. Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than at any other first-class hotel in the City.

The paper-making wasp of British Guiana makes its abode in regular stages placed one above another in a species of circular tower. Some of these houses have as many as twenty stages which all communicate with each other by means of a hole placed in the center of each.

By All Odds

The most generally useful medicine is Ayer's Pills. As a remedy for the various diseases of the stomach, liver, and bowels, these Pills have no equal. Their sugar-coating causes them not only to be easy and pleasant to take, but preserves their medicinal integrity in all climates and for any reasonable length of time. The best family medicine, Ayer's Pills are, also, unsurpassed for the use of travelers, soldiers, sailors, campers, and pioneers. In some of the most critical cases, when all other remedies have failed,

Ayer's Pills

prove effective.

"In the summer of 1864 I was sent to the Annapolis hospital, suffering with chronic diarrhea. While there, I became so reduced in strength that I could not speak and was compelled to write everything I wanted to say. I was then having some 25 or 30 stools per day. The doctors ordered a medicine that I was satisfied would be of no benefit to me. I did not take it, but persuaded my nurse to get me some of Dr. Ayer's Pills. About two o'clock in the afternoon I took six of these pills, and by midnight began to feel better. In the morning the doctors came again, and after deciding that my symptoms were more favorable, gave me a different medicine, which I did not use, but took four more of the pills instead. The next day the doctors came to see me, and thought I was doing nicely, (and so did I). I then took one pill a day for a week. At the end of that time, I considered myself cured and that Ayer's Pills had saved my life. I was then weak, but had no return of the disease, and gained in strength as fast as could be expected."—F. C. LUCE, Late Lieut. 66th Regt. Mass. Vol. Infantry.

"Ayer's Pills are

The Best

I have ever used for headaches, and they act like a charm in relieving any disagreeable sensation in the stomach after eating."

—Mrs. M. J. Ferguson, Pullens, Va.
"I was a sufferer for years from dyspepsia and liver troubles, and found no permanent relief until I commenced taking Ayer's Pills. They have effected a complete cure."—George W. Mooney, Walla Walla, W. T.

Ayer's Pills,

PREPARED BY

DR. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists and Dealers in Medicine.

DEAFNESS & HEAD NOISES CURED BY JACK'S INVISIBLE TUBULAR EAR CUSHIONS. Whispers heard. Comfortable. Successful where all Remedies fail. Sold by F. HINCH, only, 236 Broadway, New York. Write for book of proofs FREE.

CALL AT THE DENTAL ROOMS

OF

Dr. W. J. STEWART,

362 W. & Twenty-third Street,

If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic filling for broken down and sensitive teeth, a specialty. Refers to A. M. Kellogg, Editor SCHOOL JOURNAL.

\$75.00 to \$250.00 A MONTH can be made working for us. Persons preferred who can furnish a horse and give their whole time to the business. Spare moments may be profitably employed also. A few vacancies in towns and cities. B. F. JOHNSON & CO., 1009 Main St., Richmond, Va.

SPECIAL NOTICES.

Advertisements under this head, two lines or more, without display, 30c. a line.

THE TEACHERS' PROFESSION, monthly 30 cents a year. For progressive teachers.

MINERALS. Exchange and correspondence invited. R. N. CORNISH, Montclair, N. J.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

VACATION STUDY. Teachers who are going to attend summer schools, can secure one quarter rebate on their expenses by writing to H. S. KELLOGG, 25 Clinton place, N. Y.

ARE YOUR PUPILS INTERESTED? TREASURE-TROVE will insure this important result. \$1.00 a year. Sample, 5 cents. TREASURE-TROVE Co., 25 Clinton pl., N. Y.

NEW ENGLAND CONSERVATORY. Thorough instruction under ablest masters in Music, Fine Arts, Elocution, Literature, Languages, Physical Culture and Tuning. Tuition \$5 to \$25 per term. Board and room, including steam heat and electric light, \$5 to \$7.50 per week. For illustrated calendar giving full information, address E. TOURJEE, Director, Franklin sq., Boston.

EDUCATIONAL REFORMERS
R.H. QUICK.

EDUCATIONAL REFORMERS

By ROBERT HEBERT QUICK, M.A. A New Edition, with Topical Headings, a Chronological Table, and Other Aids to Systematic Study in Normal Schools and Reading Circles. 16mo. Cloth. 336 pp. Price, \$1.00; to teachers, 80 cents; by mail, 8 cents extra.

Mr. Quick introduces the reader in a manner at once attractive and scientific to Rousseau, Pestalozzi, Spencer, Froebel, and to many other great teachers, amongst them Ascham, Montaigne, Ratic, Milton, Comenius, Locke, Basedow and Jacotot. A general view of each of these is presented, together with such extracts or epitomes from their best work as will give their most valuable works to the teachers of to-day. These, however, are fortunately instinct with Mr. Quick's own spirit, than which no more advanced or trustworthy educational guide can be supplied. Thus there is a scholarly discussion of the educational precepts of each of these great reformers, criticising, emphasizing, or applauding their work in the light of the best modern thought. In the chapter upon Pestalozzi, for example, we have a brief but sufficiently complete account of his life, his early efforts, his education, even his courtship; the difficulties he met and the reverses, his temporary success, his death amidst apparent failure, and the final triumph that has crowned, and is crowning, his teachings. Then follows an analytic reproduction of Pestalozzi's ideas, his beliefs, theories, and teaching. In this way the reader becomes familiar, both with the educational thoughts of the world, and with the men that uttered them.

E. L. KELLOGG & CO., Educational Publishers, 125 Clinton Place, New York. 115 Wabash Avenue, Chicago.

Help for the Teacher Who Cannot Draw.

EASY THINGS TO DRAW.

Especially Designed to Facilitate Drawing on the Blackboard.

By D. R. AUGSBURG, Director of Drawing in the Keystone Normal School at Kutztown, Pa. Includes 31 full page plates, containing over 200 different subjects, drawn in the simplest manner in outline. Bound in unique, durable card board cover, in blue and silver. Quarto, 80 pp. Price, 30 cents; to teachers, 24 cents; by mail, 4 cents extra.

Thousands of teachers who cannot draw and yet want to put something on the blackboard before their pupils, will welcome this little book. Its design is to furnish drawings needed in the school-room for object lessons, drawing lessons, and busy work. The teacher with this in his hand can by practice put a neat picture on the blackboard, and thus give something for the fingers that ache for something to do. Besides it will help to render the school-room attractive to have these pictures in view. By copying these pictures the pupil learns to draw. The pictures are from objects that are before the child in general; they are of objects he reads about also. The book contains plain directions for drawing, and no one can help but be interested in these outlines. Even the most timid teacher will take new courage on seeing them. We counsel the teacher to take up this volume determined to use it to draw, no matter how poorly; to keep on day after day. Believing with the author, that all can learn to draw, we think it is not too much to say, all can produce as good pictures as these.

E. L. KELLOGG & CO., Educational Publishers, 125 Clinton Place, New York. 115 Wabash Avenue, Chicago.

FIRST-CLASS AGENTS WANTED

To introduce our new "Man Wonderful" Manikin, National Question-Book and Unique Pencil Sharpener to every teacher and school. Please write for particulars.

F. L. KELLOGG & CO., Educational Publishers, 125 Clinton Place, New York. 115 Wabash Avenue, Chicago.



BETTER NEWS TO LADIES

and All Lovers of Fine Teas

THE CHOICEST EVER IMPORTED. NOTHING LIKE IT EVER KNOWN IN QUALITY, PRICES, PREMIUMS AND DISCOUNTS.

A CHANGE OF A LIFE-TIME. GET PREMIUM NO. 27.

Latest and Best Inducements offered in Premiums and Discounts to introduce and get orders for our New Teas Just Received, which are Picked from the Select Tea Gardens of China and Japan, none but the Highest Grade Leaf being used. All guaranteed absolutely Pure. Handsome New Premiums of Imported China, Lamps, &c., given away with orders of \$10.00 and upwards, or discounts made if preferred. Good Teas 20, 25 & 30 cts. Excellent Family Teas 20 & 30 cts. Very Best 25 to 30 cts. Special—We will send by mail a Trial Order of 1/4 lb. of our very Fine Teas on receipt of \$2.00. When ordering be particular and state if you want Formosa or Amoy Oolong, Mixed, Young Hyson, Gunpowder, Imperial, Japan, English Breakfast or Sun-Sun Chop. No Humbug. Remember we deal only in Pure Goods. Send at once for a Trial Order to the Old Reliable and enjoy a cup of Good Tea. For addresses address The Great American Tea Co., 21 and 23 Vesey St., New York, N. Y. P. O. Box 48.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

NOW READY.

EXERCISES IN GEOMETRY.

FOR SUPPLEMENTARY AND REVIEW WORK.

This is uniform with our well-known and widely circulated *Number* and *Algebra Lessons*. Paper, 120 pages. Single copies by mail, 25 cents.**THE SIR ROGER DE COVERLY PAPERS.**

In the Students' Series of English Classics. Edited by Principal A. S. ROE, of the Worcester High School.

LEACH, SHEWELL & SANBORN, Publishers,34 Harrison Ave. Extension, Boston. 16 Astor Place, New York.
Western Agency: 106 Wabash Ave., Chicago.**ELOCUTIONARY TEXT-BOOKS****PRACTICAL ELOCUTION**

By J. W. SHOEMAKER, A.M.

This work is the outgrowth of actual class-room experience, and is a practical common sense treatment of the whole subject. It is clear and concise, yet comprehensive, and is absolutely free from the entangling technicalities that so frequently prevail in books of this class. It advocates no individual system, but appeals to the intelligence of any ordinary mind, and it can therefore be as successfully used by the average teacher of reading, as by the trained elocutionist. 300 pages, cloth, \$1.25.

Liberal terms in quantities. Special inducements for school introduction.

THE PENN PUBLISHING COMPANY, 1124 Arch Street, Philadelphia.**HANDBOOK OF PRONUNCIATION**

By JOHN H. RECHTEL.

The author has been engaged for fifteen years in teaching orthoepy, and has, therefore, had exceptional facilities for securing words liable to be mispronounced. All persons who desire to pronounce according to the most approved standards will find this volume a most comprehensive and convenient help.

It is specially adapted to the wants of classes in pronunciation in public and private schools, and to the needs of the general student. 150 pages, cloth, 50 cents.

NEW YORK STATE**Normal and Training SCHOOLS.**

These schools are for residents of the State who intend to teach in the Public Schools of the State. Diplomas of these schools are licenses for life to teach in the Schools of the State. The Full Term begins the first Wednesday of September.

APPOINTMENT.—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation for appointment to the State Superintendent, and it will be sent by him to the school to which the appointment is made.**ADMISSION.**—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar, indicating that these subjects can be completed in a term of 20 weeks, also in Geography, Reading, Writing and Spelling, but**A DIPLOMA** from a College, High School, Academy, or Academic department of a Union School, a State Certificate, or a 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.**EXPENSES.**—There are no expenses for tuition or the use of text books, and fare one way is refunded to each student spending an entire term of 20 weeks.

For particulars concerning the several schools send for circulars to the Principals as follows:

Albany.....	WM. J. MILNE, LL.D.
Brookport.....	CHAR. D. McLEMAN, LL.B.
Buffalo.....	JAMES M. CASSIDY, Ph.D.
Cortland.....	JAMES H. HOOPER, Ph.D.
Fredonia.....	F. B. PALMER, Ph.D.
Genesee.....	JNO. M. MILNE, A.M.
New Paltz.....	FRANK S. CAPEN, Ph.D.
Oneonta.....	JAMES M. MILNE, Ph.D.
Oswego.....	E. A. SHELTON, Ph.D.
Potsdam.....	THOM. B. STOWELL, Ph.D.

Send for Specimen Pamphlets of
Les Poetes Français du XIX^{me} Siecle.
Les Antonymes de la Langue Française.
 And Paul Bercy's French Text-books to

WILLIAM R. JENKINSFrench Publisher and Bookseller
851 & 853 Sixth Avenue, NEW YORK.
Schools furnished.—Catalogues on application.

Health,
 Wealth,

In Northern Montana. Free Lands,
 New Towns, New Railways, New
 Mines, Low Rates. For Maps and
 Guide Books, write F. I. WHITNEY,
 G. P. & T. A. GREAT NORTHERN
 RAILWAY, St. Paul, Minn.

CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course.

1. Standard Arith. Course, in Four Books.
2. Union Arith. Course, in Two Books, combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust.

Drawing.

Lyte's Bookkeeping and Blanks.

MAY FLOWERS—OF SONG

For Schools:

Children's School Songs. (35 cts.; \$3.00 doz.) 8 pages of simple explanations, and 138 new and selected songs for general singing. This little book is being received with much favor.**Kindergarten Chimes.** (\$1.25.) Kate Douglas Wiggin. Good manual and fine collection.**Kindergarten and Primary School Songs!** (30 cts.; \$3.00 doz.) Menard.**Songs and Games for Little Ones.** (\$2.00.) Walker and Jenks.**Gems for Little Singers.** (30 cts.; \$3.00 doz.) Emerson and Swayne.**Rhymes and Tunes.** (\$1.00.) Mrs. Osgood.**Motion Songs.** (30 cts.; \$3.00 doz.) Mrs. Boardman.

Get them all! They are most delightful books also try the sweet little Cantatas:

Kingdom of Mother Goose. (25 cts.; \$2.50 doz.) Mrs. Boardman.**Rainbow Festival.** (30 cts.; \$3.00 doz.) Lewis.**Who Killed Cock Robin?** (40 cts.; \$3.00 doz.) Ford.**Song Manual** Book 1, Primary, 30c.; \$3.00 doz. Book 2, Medium, 40c.; \$4.00 doz. Book 3, High, 50c.; \$5.00 doz.

By Emerson. These are the newest and best books for teaching note reading in schools.

Send for lists and descriptions. Any book mailed for retail price.

OLIVER DITSON COMPANY, Boston.

C. H. DITSON & CO., 807 Broadway, New York.

The Ruskin Library.

Bound in extra cloth, gilt head and uncut edges. 18mo, price \$1.00 per volume.

The following volumes are now ready, viz:

SASAME AND LILIES.
 ETHICS OF THE DUST.
 THE CROWN OF WILD OLIVE.
 QUEEN OF THE AIR.

Also, uniform with the above in size, style, and price:

A SECOND SERIES.

Selections from the Work of JOHN RUSKIN.

Edited by Mrs. TUTTILL and others.

NOW READY:

THE TRUE AND BEAUTIFUL in Nature, Art, Morals, and Religion. By Mrs. L. C. TUTTILL. 2 vols., 18mo. With beautiful frontispieces. Extra cloth, \$2.00.**JOHN WILEY & SONS,**53 East Tenth Street, NEW YORK.
Second door west of Broadway.**ENGLISH.****LONGMAN'S JUNIOR SCHOOL GRAMMAR.**

By DAVID SALMON. 12mo, 124 pages, 30 cents.

The Junior School Grammar, is an adaptation of the first half of the author's School Grammar, with some of the explanations simplified, and with many of the exercises amplified. It provides much to do and not much to remember.

LONGMAN'S JUNIOR SCHOOL COMPOSITION

By DAVID SALMON. A First Book on English Composition for Junior Classes. Crown 8 vo. 110 pp., 30 cents.

This book forms Part I. of "Longman's School Composition." It contains: Synthesis of Simple Sentences—Practice in Simple Sentences—Sentences Combined—Punctuation—Easy Narratives

(a) Stories to reproduce; (b) Selection of stories to reproduce; (c) Stories in verse to be written in prose—Easy Essays—Letters—Grammar (Typical Errors)—Notes for Teachers, etc.

Prospectus and Specimen Pages will be mailed free to any address on application.

LONGMAN, GREEN, & CO., 15 E. 16th St., N.Y.**BARNES' JET BLACK INK.**

THE BEST INK FOR SCHOOLS.

Used Exclusively in New York City Schools. Send 10 cents for trial-bottle.

Payson, Dunton & Scribner Pens.

Popularly known as the

"P. D. & S. PENS."

"No. 117." the Ideal School Pen. Send 10 cents for Sample Card.

A. S. BARNES & CO., 111 & 113 William Street, NEW YORK.**Maury's Geographies.**

Two-book Course: Elementary and Manual. For higher study: Revised Physical. You should know that these geographies, in point of interest to pupils, clearness of typography, excellence of arrangement, accuracy and distinctness of maps, and thoroughness of manufacture, take the lead.

Correspondence invited concerning these books, and HOLMES' NEW READERS, VENABLE'S NEW ARITHMETICS, CLARENDON DICTIONARY, GILDERSLIEVE'S LATIN, etc.

UNIVERSITY PUBLISHING CO.,

66 & 68 Duane St., NEW YORK.

CHARLES De SILVER & SONS, No. (6) 1102 Walnut Street, Philadelphia.

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do aim to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Caesar, Horace, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers, \$1.00.

Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10.

Serpent's Standard Speller, Frost's American Speller, Pinckney's School Histories, Lord's School Histories, Manes's French Series, etc.

Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

KINDERGARTEN AND SCHOOL SUPPLIES**J. W. SCHERMERHORN & CO.,**
3 EAST 14TH STREET,
NEW YORK.**THE PRANG EDUCATIONAL CO.,**PUBLISHERS AND DEALERS IN
Drawing Books, Drawing Models and Artists' Materials.

Prang's American Text-Books on Art Education; ALSO MANUFACTURERS OF

PRANG'S DRAWING MODELS,

TO WHICH SPECIAL ATTENTION IS CALLED.

These MODELS have been specially designed for the teaching of Form and Drawing in Primary and Grammar Schools. They consist of both

Solids and Tablets arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible prices. They have been adopted

by the leading cities of the country, and are absolutely indispensable to the correct teaching of Form and Drawing in every stage, and especially at the outset.

For catalogue and particulars, address

THE PRANG EDUCATIONAL CO.,
7 Park Street, Boston, Mass.

79 Wabash Avenue, Chicago.

The HOME CULTURE CLUB, P. O. Box, 1777, Boston, is sending out in large sealed envelopes a unique series of twenty-five home lessons in "correct grammar." The idea is certainly new and sensible. The price, to non-members, of the series complete is only 25 cents. Send postal note or silver.

THE publishers of the JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies.

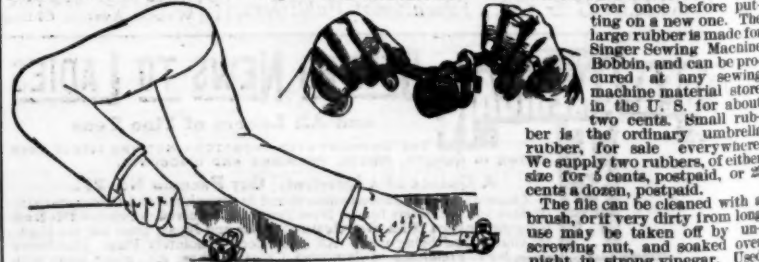
THE UNIQUE PENCIL SHARPENER.**DIRECTIONS FOR USE.**

PLEASE FOLLOW DIRECTIONS EXACTLY. Grasp handle firmly in right hand and push pencil through tube till it rests on file. Now roll rubber wheel (tilt machine slightly, so that the file will not scrape) firmly backward and forward with a sweep of TWO OR THREE FEET on any convenient surface, until pencil is sharpened. Draw out pencil with left hand. Remember that a little practice will make you skilful.

HINTS.

It is well to roll rubber wheel on rather smooth surface, as a very rough surface wears it rapidly. Roughly pointing a new pencil with a knife before using machine will save time. Adjust pencil on file backward or forward till you get a perfect point.

A long sweep over surface in rolling will sharpen pencil much quicker than a short roll of a few inches. Two extra rubbers are supplied with each machine. If rubber on wheels shows wear turn it over once before putting on a new one. The large rubber is made for Singer Sewing Machine Bobbin, and can be procured at any sewing machine material store in the U. S. for about two cents. Small rubber the ordinary umbrella



(1) Placing Pencil in Machine.
 (2) The Motion in Sharpening Pencil.

supply extra files for 40 cents each, postpaid. Price \$1.50 each.

E. L. KELLOGG & CO., Sole Manufacturers, New York and Chicago